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ABSTRACT

The Job Training Partnership Act requires that private and public sectors work together to create a service delivery system that meets the needs of disadvantaged youth and the needs of a state's work force in its business and industry. This manual, based on a Wisconsin Youth Initiative program at five pilot sites in that state, is intended to provide a better understanding of the role of assessment in the service delivery system in order to assist in local planning activities. The manual is organized into five sections. After the introduction, which describes the Wisconsin project as well as the purposes and use of the manual, the second section describes technical assistance activities initiated by the Wisconsin Governor's Employment and Training Office. This information provides background on how some of the resources and materials were presented to the local areas. Section 3 describes the steps in planning a coordinated assessment process. These steps are outlined along with specific examples of how local management forums developed in their settings as a means to illustrate how local communities worked to design a coordinated assessment process. Finally, sections 4 and 5 offer additional materials and resources: an annotated bibliography, local management forum membership lists and by-laws, and descriptions of selected vocational assessment instruments. (KC)

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Strategies for Developing a Coordinated Vocational Assessment Process for Youth

A Compilation of Ideas and Resources for the Service Delivery Areas Under the Job Training Partnership Act

Funded by
The Governor's Employment and Training Office

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March, 1983

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CE 035 299

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EEG

Section One

Introduction

Role of Vocational Assessment in JTPA Programs

The Job Training Partnership Act (JTPA) calls for the public and private sectors to join together and create a process which will better meet the educational and training needs of designated populations within our society. The ultimate goal of JTPA is enhanced preparation of individuals to meet the challenges of employment.

One population specifically targeted to receive services is disadvantaged youth, defined by JTPA as individuals 16 through 21 years of age. These individuals are to receive services in such program areas as job search assistance, institutional skill training, remedial education and basic skills training, advanced career training, outreach, education-to-work transition activities, work experience and vocational exploration. There are also provisions for preemployment skills training programs in assessment, testing, counseling, occupational and vocational exploration, job-seeking skills training and many other areas.

Service providers in the newly designated Service Delivery Areas under JTPA must develop programs which will better prepare youth for employment opportunities. Specific information on a youth's academic skills, vocational interests, aptitudes and deficits will have an impact on that youth's decisions about his or her career, the program developed to serve the youth, and his or her eventual job placement. Such information can be generated through a vocational assessment process designed to produce a profile on a youth's aptitudes and interests. The role of vocational assessment in the service delivery system is therefore very important. Assessment results can assist in the design and implementation of a youth's program and can serve as a basis for evaluating his or her progress throughout that program.

Development of the Manual

This manual describes strategies for coordinating assessment services within a service delivery system. The ideas are based on the experiences of local committees involved in planning to enhance services for youth under the Wisconsin Youth Initiative (WYI). Briefly, WYI can be described as an overall plan to create an integrated service delivery system for youth ages 14 through 21. Initially, the cooperative efforts have concentrated

on improving services for high risk in-school youth -- essentially those who have been identified as dropout prone -- and for youth who have already dropped out of school.

The five pilot sites for this cooperative venture were Green Bay, LaCrosse, Milwaukee, Racine and Ashland/Superior. Representatives from the major service agencies and schools in each locality participated on a committee to develop policies and utilize resources to provide enhanced services to youth. These committees were called Local Management Forums (LMF's). Their members have been working to establish linkages in the following service delivery areas:

1. Outreach, intake or identification
2. Assessment
3. Education and training
4. Work experience
5. Counseling
6. Referral and tracking of youth
7. Placement into permanent employment

Uses of the Manual

Each LMF has engaged in a number of activities to serve high risk in-school and out-of-school youth. This manual, however, will focus on the assessment component of the service delivery system and outline ways in which local areas can develop an integrated assessment process to meet the career and vocational planning needs of youth. After the introduction, Section Two will describe technical assistance activities initiated by the Governor's Employment and Training Office. This will provide background information on how some of the resources and materials were presented to the local areas. Section Three will describe the stages in planning a coordinated assessment process. This information can be useful to individuals in the Service Delivery Areas as programs are developed under JTPA. The steps for planning a coordinated process are outlined along with specific examples of what the Local Management Forums developed in their local settings. The descriptions of LMF activities illustrate how local communities worked to design a coordinated assessment process. Finally, Sections Four and Five offer additional materials and resources.

Purpose of the Manual

As the private and public sectors work to create a service delivery system which meets both the needs of youth and the work force requirements of the state's business and industry, careful and intense planning will be necessary. The resources and materials in this manual can help provide a better understanding of the role of assessment in the service delivery system and can assist in local planning activities. The information presented here can be adapted to fit the needs of other local areas. More important, however, the examples of LMF efforts to establish cooperative relationships can provide vital information and valuable insights to other service providers involved in similar tasks in the Service Delivery Areas.

Section Two

The Role of State Level Technical Assistance

Leadership at the State Level

State level personnel can play a key role in providing direction and incentives to local areas coordinating assessment services. Technical assistance activities could include issuing interpretations of policies and guidelines, providing consultants, releasing Requests for Proposals (RFP's) for seed monies and sponsoring staff development workshops.

The following section will describe some of the technical assistance activities sponsored by the Governor's Employment and Training Office under the Wisconsin Youth Initiative. The examples given will help to illustrate how state level personnel supported local level efforts.

Guidelines

One of the major goals of the Wisconsin Youth Initiative was to enhance and improve coordination of the assessment services available to high risk in-school and out-of-school youth. The state level staff members sought to establish guidelines to provide a direction and rationale for planning on the local level.

Staff members at the state level began exploring the benefits of a coordinated process. They believed it to be important to the objectives of the Youth Initiative for the following reasons:

1. Information can be shared among agencies and thus prevent youth from falling through the cracks in the service delivery system.
2. Subjective judgments in assigning youth to services can be minimized.
3. Youth can be assured access to an adequate assessment by agencies serving the population.
4. Duplication of assessment services among agencies can be minimized.
5. A sound basis can be established for service delivery, allocation of resources and program evaluation.

A coordinated assessment process would enable agencies and schools on the local level to detail the assessment services available in their areas, design a process whereby such services are maximized and not duplicated, and develop a means for sharing assessment information. Since a variety of methods exist for assessing youth in a local area, two important elements were emphasized for planning such a process.

First, the instruments and techniques used should focus on skills necessary for employment. These skills could determine the scope and sequence of an assessment process.

Second, such a process should focus initially on a particular target population. This would help limit the range of assessment methods to be used, and would facilitate efforts to determine the program's effectiveness in serving a specific population. The initial targeted group for the Youth Initiative was the high risk in-school and out-of-school youth. After evaluating the system and making any necessary changes, cooperating local agencies could expand the target population if they so desired.

Staff members from the Governor's Employment and Training Office regularly attended LMF meetings to discuss coordination efforts and to interpret guidelines and policies. Resource documents explaining the Youth Initiative and its objectives were also distributed.

Consultants

State level personnel can utilize the expertise of consultants during the planning and implementation phases of a coordinated process. Consultants can provide ideas, feedback and strategies in the joint planning of a coordinated statewide youth assessment process.

The Governor's Employment and Training Office contracted with the Vocational Studies Center in September, 1981 to provide technical assistance in planning a coordinated process. Staff from the Vocational Studies Center provided input on assessment and interagency cooperation to state personnel and to members of the Local Management Forums (LMF's).

To facilitate the coordination of assessment services on the local level, state staff members began researching the skill areas necessary for employment and discussed how this information could be disseminated to the LMF members. They also considered methods of helping local members determine the necessary instruments and techniques.

The Vocational Studies Center provided technical assistance during this planning phase by providing the state staff with ideas, resources, materials and results from related research. As a result of a number of meetings on a coordinated assessment process that incorporated employability

skills, a survey was developed to distribute to members of the LMF's. This survey summarized research findings concerning employability skills and offered a means to determine whether local service providers believed a given competency or skill was important, and how they would assess a youth's performance level on that competency. Attachments One and Two at the end of this section is the survey which was presented to the LMF members as a suggested planning approach.

The survey is broken down into two sections. The first section describes affective competencies needed for employment. These include attitudes (e.g. arrives to work on time, cooperates with supervisors and coworkers); performance competencies (e.g. follows instructions, works independently, can organize work tasks); and tolerance competencies (e.g. performs well under stress, willing to do same job repeatedly). The second section of the survey lists cognitive skills which could be important in various employment settings. These specify such particular areas as numerical, verbal, perceptual, language and psychomotor skills.

The concept of developing a coordinated assessment process around employability skills provided the LMF's with a framework to begin their efforts in this area. The specific details of the process would be determined locally according to the unique characteristics and needs of each community. Therefore, a coordinated assessment system would be uniform, in all pilot sites, within a broad framework. However, each local system would be designed to meet the needs of its particular service providers and youth.

The Vocational Studies Center also began meeting with members of the LMF's to discuss the coordinated assessment process. One of the first functions of the project staff was to describe the technical assistance capabilities of the Vocational Studies Center in helping the LMF's develop and implement an integrated process. A list of these capabilities can be seen in Attachment Three. Information was provided to the LMF's through site visits and meetings, telephone conferences, correspondence and materials development.

Three local areas requested specific technical assistance: Green Bay, Ashland/Superior and Racine. Examples of the activities they performed will be incorporated into Section Three.

Staff Development Workshops

Bringing local committees together to share ideas and resolve issues can often help to initiate cooperative efforts. Staff development workshops can serve as a format to explain policies, interact with local members, and offer new ideas and approaches to coordination efforts.

In May, 1982 the Governor's Employment and Training Office staff sponsored a statewide conference which brought together members from the five targeted sites who served on Local Management Forums, and enabled them to receive further pertinent information on development of a coordinated assessment process and on other topics relevant to the Youth Initiative. The state personnel who sponsored the conference believed it important for all LMF's to share information, concerns and ideas.

As part of its technical assistance activities, the Vocational Studies Center project staff made a presentation on assessment during the conference. In response to feedback received from local members during on-site visits by the project staff, a process model was developed to assist members in visualizing how a coordinated assessment fits into the total delivery system. During the conference, this model was discussed, with emphasis on the decisions LMF members would need to make in order to develop such a system. Attachment Four shows the model. The initial box in the model indicates the areas on which LMF members would need to agree. These areas are:

1. Identification of youth to be served.
2. Determination of competencies required for entry level employment.
3. Determination of assessment instruments and techniques.
4. Determination of appropriate performance benchmarks.
5. Agreement on how the process will be implemented.
6. Agreement to share information.

A packet of materials was developed and distributed by the project staff to offer ideas on how LMF members could reach decisions on each of the key areas listed. It was emphasized throughout the discussion that assessment does play a critical role in the service delivery system, but that cooperation among members would be needed throughout the process. Linkages among service providers are important from the initial assessment of a youth through placement in unsubsidized employment.

The surveys previously described were once again discussed as a means of collecting information to a) determine the competencies needed for employment; b) the instruments and techniques to be used for assessment information; and c) the appropriate indicators of performance level. Materials were then provided to help members determine what they believed the core competencies should be. Attachment Five illustrates the activity LMF's could use to prioritize their list of competencies. This activity can be useful for involving committee members in identifying and prioritizing the competencies believed essential for employment in their local areas. Attachments Six and Seven were provided as suggested formats for obtaining information from employers and instructors in training programs concerning necessary skills and performance levels.

To help LMF members generate ideas on how the process could be implemented and the information shared, a sample multi-agency youth referral form was presented. It provides space for listing a youth's specific strengths and needs by skill area, for designating the agency to monitor the youth's plan to insure recommendations are followed, and for indicating who is responsible for monitoring the plan in subsequent years as the youth moves through the service delivery system. This referral form is presented in Attachment Eight.

A discussion was held on the Levels of Assessment concept to help LMF members begin reviewing ways to organize a coordinated assessment process. This concept has been used in a number of areas across the country as a tool for identifying and categorizing the various components of an assessment process. The idea is to identify the parts of an assessment process, from the diagnostic level to the comprehensive assessment level. Suggested assessment instruments and techniques involved at each stage are listed in Figure One. Each assessment level, however, involves the following factors for consideration along with the instruments and techniques used:

1. Degree of expertise and training required of the professional conducting the assessment.
2. Cost and sophistication of the equipment and materials used.
3. Length of time needed to assess a youth.
4. Amount of information each level of assessment will yield.

Figure One

Levels of Assessment

Level I	Medical examinations Youth and parent interviews Career/vocational counseling School/agency records review
Level II	Basic skills tests Vocational aptitude test Vocational interest test
Level III	Levels I and II plus any or all of the following: Vocational Counseling (in-depth) Dexterity and coordination tests Career and vocational exploration Work samples Classroom/job try-out Behavior observations in assessment process and classroom job try-out

Adapted from: Peterson, M., and Hill, P. Vocational Assessment of Students with Special Needs: An Implementation Manual. Commerce, Texas: Occupational Curriculum Lab, East Texas State University, 1982.

It was explained to LMF members that descriptions of the kind of assessments performed by agencies in their areas could be developed. These descriptions could be organized in a format similar to that of the Levels of Assessment. Each LMF member could have access to this information by means of a computer, a booklet or a written summary. Organizing an assessment process in this manner permits each service provider to have a clear idea of the kind of assessment offered by each agency. Often the goal of an assessment is similar among agencies, but the means can widely vary. If the LMF members have a good understanding of the assessment capabilities in their communities, the following can be achieved.

1. Areas in which additional diagnostic or comprehensive assessment is needed can be identified, and joint planning can be used to develop such services.
2. When youth have been assessed by one agency and referred to another, the receiving agency can have an understanding of the kind of assessment performed, therefore possibly avoiding a repetition of similar procedures.

3. Agencies can be identified that will "specialize" in a particular kind of assessment, and a referral network among agencies can be designed to minimize the duplication of services among agencies.

4. Service providers can develop uniform interview forms to use with youth for a Level I and Level II assessment. This could facilitate communication among service providers when a youth is referred for a comprehensive assessment or for vocational training.

LMF members who attended the conference responded that the sessions allowed for the sharing of ideas and concerns on coordination efforts. The local committee members felt it was especially worthwhile to meet other LMF members and learn what they were planning in their areas.

Requests for Proposals

Requests for Proposals (RFP's) issued by the state are but one method for local areas to receive monies to carry out projects. This money can help to encourage local service providers to try innovative programs and incorporate them into the service delivery system. The Governor's Employment and Training Office issued RFP's to the local target sites of the Youth Initiative to fund activities of the LMF's. Two of the sites wrote proposals to fund a staff position for their committees. The individuals hired by these funds organized meetings and coordinated committee activities.

Additionally, monies could be used to support local research activities (for example purchase of computer time or materials) and to sponsor local staff development workshops.

Future State Level Support

A variety of methods are available to the state for assisting local level initiatives. The ideas suggested in this section can serve as a basis for providing technical assistance in other areas. As the guidelines and uses for monies under the Job Training Partnership Act become more established, new opportunities will be available to provide support to public and private sectors' initiatives.

Attachment One

IDENTIFYING CORE COMPETENCIES FOR ASSESSING YOUTH - PART ONE

Definition of Terms Used in Packet

1. Competency: An attitude, behavior, skill or understanding demonstrated by a youth at a specified performance level.

2. Entry level employment: Position which is available paying minimum wage and requiring little if any previous training in the area.

3. Instrument or technique: A test, an observation, an interview or any method used to obtain information about a youth during the assessment process.

4. Performance level/benchmark: A designated reference point or achievement level a youth should reach in order to be minimally employed.

5. Youth: An individual who is in-school age 14 through graduation or out-of-school ages 16-21.

IDENTIFYING CORE COMPETENCIES FOR ASSESSING YOUTH

Affective Competencies

Job Readiness Competencies:

1. Aware of resources available to help locate job openings.
2. Able to read newspaper want ads.
3. Able to use telephone to arrange for interview or inquire about opening.
4. Able to use public transportation.
5. Able to complete an application form.
6. Able to interview for a job.

Work Attitude Competencies:

7. Reliable in attendance and punctuality.
8. Cooperates with teachers/supervisors and peers/coworkers.
9. Uses appropriate language and interpersonal communication skills.
10. Maintains clean and neat appearance (appropriate to setting).
11. Accepts corrections and criticisms.
12. Displays honesty.
13. Displays motivation and interest in work.
14. Able to adapt to changes in work environment and work routine.
15. Will seek assistance when needed.
16. Shows respect for tools and equipment.

Work Performance Competencies:

17. Follows instructions, procedures.
18. Abides by safety rules and procedures.
19. Remembers procedures, locations without constant reminding.
20. Works independently.
21. Performs work with accuracy.
22. Assumes responsibility.
23. Completes assignments on schedule.
24. Shows good judgment and problem solving skills.
25. Able to organize work task(s).
26. Able to stay on task without becoming easily distracted.

Work Tolerance Competencies:

27. Performs well under stress.
28. Able to concentrate for normal work periods.
29. Willing to do same job repeatedly.
30. Performs consistently in normal work periods.
31. Shows normal physical strength and stamina.

IDENTIFYING CORE COMPETENCIES FOR ASSESSING YOUTH

Please respond to the following list of competencies. A YES response indicates that it is a competency you see as important to assess in a youth. Then indicate what instrument or technique you would use to assess each competency you've marked with a YES answer. In addition, try to specify what performance level or benchmark you believe a youth would need to obtain in order to secure an entry level employment position.

If you check NO by a competency, please state your reason why you believe it is not an important competency to assess.

AFFECTIVE COMPETENCIES

Job Readiness Competencies

	Yes	NO	Instrument or Technique to Measure Competency	Performance Level/ Benchmark (Entry Level)	Reasons for NO response
1. Aware of resources available to help locate job openings.					
2. Able to read newspaper want ads.					
3. Able to use telephone to arrange for interview or inquire about openings.					
4. Able to use public transportation.					
5. Able to complete an application form.					
6. Able to interview for a job.					

AFFECTIVE COMPETENCIES (contd.)

Work Attitude Competencies

	Yes	NO	Instrument or Technique to Measure Competency	Performance Level/ Benchmark (Entry Level)	Reasons for NO response
7. Reliable in attendance and punctuality.					
8. Cooperates with teachers/ supervisors and peers/ coworkers.					
9. Uses appropriate language and interpersonal communication skills.					
10. Maintains clean and neat appearance (appropriate to setting).					
11. Accepts corrections and criticisms.					
12. Displays honesty.					
13. Displays motivation and interest in work.					
14. Able to adapt to changes in work environment and work routine.					
15. Will seek assistance when needed.					
16. Shows respect for tools and equipment.					

AFFECTIVE COMPETENCIES (contd.)

	Yes	NO	Instrument or Technique to Measure Competency	Performance Level/ Benchmark (Entry Level)	Reasons for No response
17. Follows instruction, procedures.					
18. Abides by safety rules and procedures.					
19. Remembers procedures, locations without constant reminding.					
20. Works independently.					
21. Performs work with accuracy.					
22. Assumes responsibility.					
23. Completes assignments on schedule.					
24. Shows good judgment and problem solving skills.					
25. Able to organize work task(s)					
26. Able to stay on task without becoming easily distracted.					

Work Performance Competencies

17

AFFECTIVE COMPETENCIES (contd.)

Work Tolerance Competencies

	Yes	NO	Instrument or Technique to Measure Competency	Performance Level/ Benchmark (Entry Level)	Reasons for NO response
27. Performs well under stress.					
28. Able to concentrate for normal work periods.					
29. Willing to do same job repeatedly.					
30. Performs consistently in normal work periods.					
31. Shows normal physical strength and stamina.					

Please specify position:

Administrator _____

Vocational Evaluator _____

Other _____

Attachment Two

IDENTIFYING CORE COMPETENCIES FOR ASSESSING YOUTH - PART TWO

Skill Competencies

Quantitative/Numerical Skills:

1. Count
2. Read numbers and record
3. Add/subtract
4. Multiply/divide
5. General number use
6. Familiar with monetary values

Verbal Skills:

7. Reading level
8. Reading rate
9. Spell commonly used words
10. Record information
11. Verbal communication
12. Written communication
13. Comprehends and can follow verbal and/or written instructions

Perceptual Skills:

14. Auditory discrimination
15. Form perception
16. Space perception
17. Color perception
18. Touch discrimination

Language Skills:

19. Listening
20. Grammatical expression
21. Nonverbal expression

Psychomotor/Physical Skills

22. Physical strength
23. Hand-eye coordination
24. Hand-eye-foot coordination
25. Manual dexterity
26. Mobility
27. Equilibrium/balance

IDENTIFYING CORE COMPETENCIES FOR ASSESSING YOUTH

Please respond to the following list of competencies. A YES response indicates that it is a competency you see as important to assess in a youth. Then indicate what instrument or technique you would use to assess each competency you've marked with a YES answer. In addition, try to specify what performance level or benchmark you believe a youth would need to obtain in order to secure an entry level employment position.

If you check NO by a competency, please state your reason why you believe it is not an important competency to assess.

SKILL COMPETENCIES

		Yes	NO	Instrument or Technique to Measure Competency	Performance Level/ Benchmark (Entry Level)	Reasons for NO response
Quantitive/Numerical Skills	1. Count					
	2. Read numbers and record.					
	3. Add/subtract					
	4. Multiply/divide					
	5. General number use.					
	6. Familiar with monetary values					
Verbal Skills	7. Reading level					
	8. Reading rate					

SKILL COMPETENCIES (contd.)

	Yes	NO	Instrument or Technique to Measure Competency	Performance Level/ Benchmark (Entry Level)	Reasons for NO Response
Verbal Skills					
9. Spell commonly used words					
10. Record information					
11. Verbal communication					
12. Written communication					
13. Comprehends and can follow verbal and/or written instructions					
Perceptional Skills					
14. Auditory discrimination					
15. Form perception					
16. Space perception					
17. Color perception					
18. Touch discrimination					

SKILL COMPETENCIES (contd.)

		Yes	NO	Instrument or Technique to Measure Competency	Performance Level/ Benchmark (Entry Level)	Reasons for NO Response
Language Skills	19. Listening					
	20. Grammatical expression					
	21. Nonverbal expression					
Psychomotor/Physical Skills	22. Physical strength					
	23. Hand-eye coordination					
	24. Hand-eye-foot coordination					
	25. Manual dexterity					
	26. Mobility					
	27. Equilibrium/balance					

Please specify position:

Administrator _____

Vocational Evaluator ___

Other _____

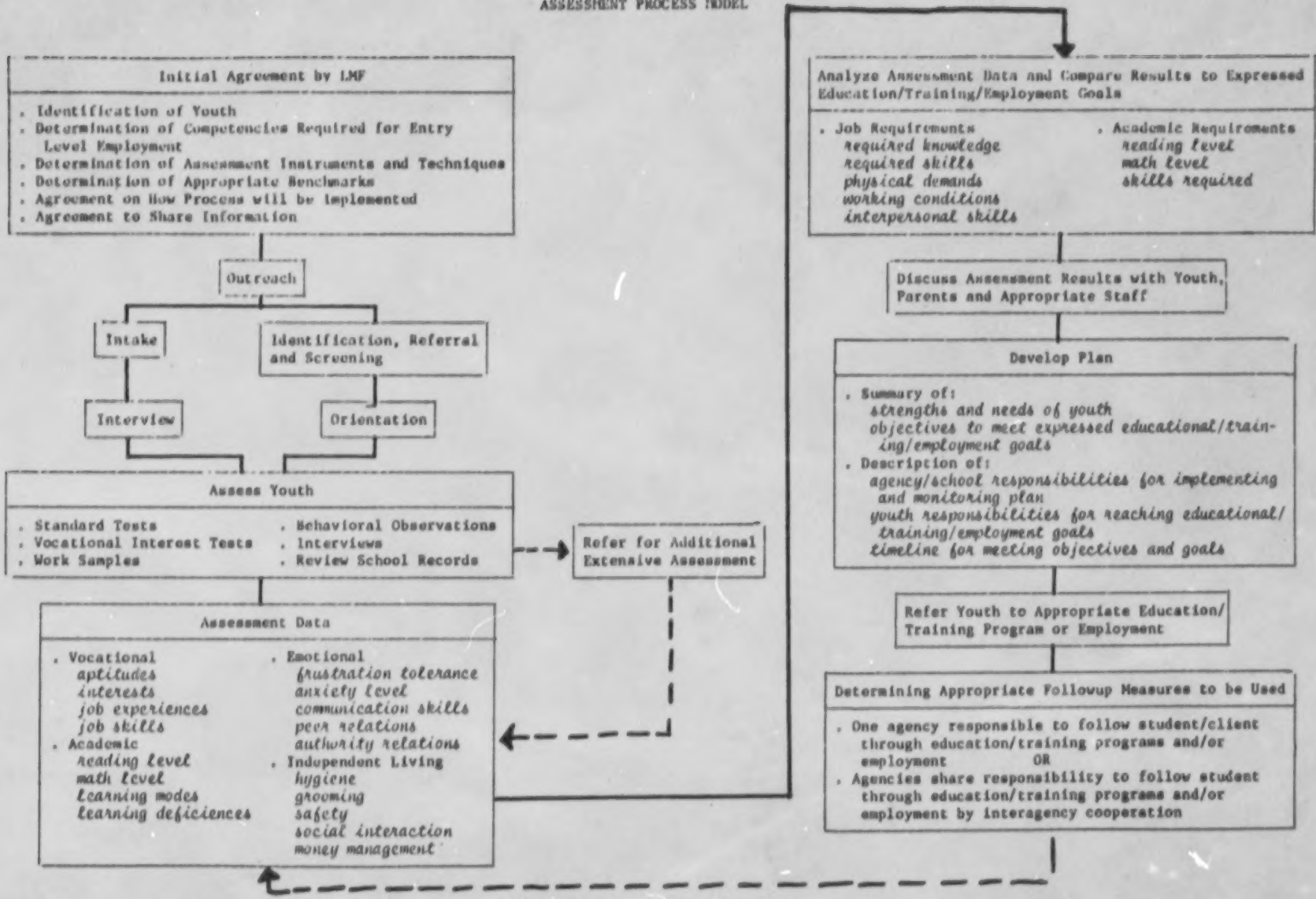
Attachment Three

TECHNICAL ASSISTANCE ACTIVITIES FOR DEVELOPING AND IMPLEMENTING AN ASSESSMENT PROCESS

Process	Possible Technical Assistance Activities
I. Identify current assessment activities provided in local area	Project staff could: - provide examples and ideas to develop methods for analyzing current assessment activities, gaps and duplications in local area
II. Identify core competencies, instruments and techniques for assessing them	Project staff could: - provide examples of competencies to be considered - provide examples and ideas on how to state competencies - assist in determining benchmarks for performance - provide information and ideas on instruments and techniques for assessing competencies
III. Adapt Appropriate Assessment Model to Local Needs	Project staff could: - research published models and provide examples - provide information and ideas on how to establish interagency effort - assist in analyzing how process can be established to complement services
IV. Develop Follow up and Evaluation Process	Project staff could: - provide ideas for following students through process - assist in identifying process or product measures to be used in evaluation - provide examples and ideas for developing an IEP or EDP

Process	Possible Technical Assistance Activities
V. Implement Assessment Process	Project staff could: - assist in planning publicity and outreach activities to inform community/consumers of process - assist in planning inservice education for professionals on assessment process and cooperative efforts - provide information and ideas to help facilitate the implementation of the assessment process

ASSESSMENT PROCESS MODEL



Vocational Studies Center
University of Wisconsin-Madison

Attachment Five

Vocational Studies Center
University of Wisconsin-Madison

METHOD FOR DETERMINING CORE COMPETENCIES SYSTEMATICALLY

The goal of this exercise is to assist LMF members to systematically determine the core competencies essential for entry level employment in their local area. This activity allows for equal input by all members and will provide a means for determining as a group those competencies believed as critical for youth to possess.

Directions for Completing Chart

1. LMF members generate a list of core competencies. It is advisable that no more than fifteen be considered at one time. This will insure accuracy in comparison and will not be as time consuming when comparing each competency.

2. Each member receives a chart and lists the core competencies generated by the group. Make sure that the master list is visable to all members so the competencies listed by each member are in the same order.

3. The following steps are then taken to fill out the chart:

   - Compare each competency one to the other. For example, each member would be comparing Competency #1 to the remaining competencies listed, Competency #2 is compared to the remaining competencies listed, etc.

   - When comparing competencies, a member should ask himself or herself, "Do I believe Competency #1 is more important than Competency #2?" If it is believed that Competency #1 is more important than Competency #2 an X is placed in Column #1. Then compare Competency #1 with #3, #4, #5, etc. After finishing the comparisons of Competency #1 to each competency listed, move on to Competency #2 and compare it to each competency listed. For example, "Is Competency #2 more important than Competency #3 or Competency #4?", etc. An X is placed in a box only if the competency is seen as important when compared one to the other.

4. Once the chart is completed, the LMF members should individually tally their scores, adding the number of X's going down each column.

5. Once the columns have been added, each member calls out his or her scores and the columns of each member is added together. The highest scores indicate which competencies, as a group, were seen as critical.

Method for Determining Core Competencies Systematically

Work Attitude Competencies	Identification Number	Priority Allocation Score 1	2	3	4	5	6	7	8	9	10
Reliable in attendance and punctuality.	1	■									
Cooperates with teachers/ supervisors and peers/ coworkers.	2		■								
Uses appropriate language and interpersonal communication skills.	3			■							
Maintains clean and neat appearance (appropriate to setting).	4				■						
Accepts corrections and criticisms.	5					■					
Displays honesty.	6						■				
Displays motivation and interest in work.	7							■			
Able to adapt to changes in work environment and work routine.	8								■		
Will seek assistance when needed.	9									■	
Shows respect for tools and equipment.	10										■
Cumulative Scores											

Method for Determining Core Competencies Systematically

Work Performance Competencies	Identification Number	Priority Allocation Score 1	2	3	4	5	6	7	8	9	10
Follows instruction, procedures.	1	■									
Abides by safety rules and procedures.	2		■								
Remembers procedures, locations without constant reminding.	3			■							
Works independently.	4				■						
Performs work with accuracy.	5					■					
Assumes responsibility.	6						■				
Completes assignments on schedule.	7							■			
Shows good judgment and problem solving skills.	8								■		
Able to organize work task(s)	9									■	
Able to stay on task without becoming easily distracted.	10										■
Cumulative Scores											

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TRAINING ANALYSIS FORM

Vocational Program: _____

Instructor: _____ School: _____

Date: _____

Occupational training goal(s) of program: _____

_____

_____

_____

I. ENTRANCE CRITERIA

A. *Physical skills:* Check the minimal (physical skills) that are required for entrance into your program.

	Skill	Description of Abilities
___	walking:	_____
___	standing:	_____
___	lifting:	_____
___	carrying:	_____
___	bending:	_____
___	fine-motor:	_____
___	speech:	_____
___	other:	_____
___	other:	_____

B. *Educational skills:* Describe the minimal academic skills that are required for entrance into your program and the modifications which could be made in teaching to accommodate for students with lower skill levels.

		Modifications
math:	_____	_____
reading:	_____	_____
language:	_____	_____

C. *Vocational skills:* Describe the basic knowledge and use of tools that are required for entrance into your program.

_____

_____

_____

Describe the safety rules that must be followed for entrance into your program _____

_____

_____

Describe the most critical work behaviors that must be followed for entrance into your program. _____

_____

_____

_____

Other concerns? _____

_____

_____

_____

II. TEACHING TECHNIQUES. Check the teaching techniques which you use in your program and list how they could be modified for the needs of a handicapped student.

Technique	Modification
___ lecture:	_____
___ audiovisual:	_____
___ small gp. project:	_____
___ discussion:	_____
___ demonstration:	_____
___ study text:	_____
___ grade level:	_____
___ ind. projects:	_____
___ other:	_____

Most all students in your program proceed at the same pace?

___ Yes ___ No Suggested modifications? _____

_____

III. What support services or materials do you receive in your program to help students with lower skill levels? _____

_____

_____

_____

Other comments? _____

_____

_____

Person doing analysis: _____

ENTRY-LEVEL CRITERIA/PROGRAM MATRIX

Entry-Level Characteristics	Program											
	1	2	3	4	5	6	7	8	9	10	11	12
(EXAMPLE)												
READING LEVEL: 8th grade	X	X					X					
5th grade			X	X	X							
3rd grade					M	X	M					
None						M						

X = Skill is absolutely required prior to entrance into vocational program.

M = Skill level is acceptable with curriculum modifications or with supportive services.

Adapted from: Peterson, M., and Hill, P. Vocational Assessment of Students with Special Needs: An Implementation Manual. Commerce, Texas: Occupational Curriculum Lab, East Texas State University, 1982.

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Attachment Seven

JOB ANALYSIS FORM*

JOB AREA: _____ JOB TITLE: _____

Business: _____ Address: _____

Phone: _____ Number employed: _____

Person interviewed: _____ Position: _____

Interviewer: _____ Date: _____

1. Qualifications

Age: Min. ___ Max. ___

License: _____ Bond: Yes ___ No ___ Cost: _____

Union: Open ___ Union ___ Required? Yes ___ No ___ Fee/dues: _____

Local name: _____ Address: _____

Experience required: _____

Tests given: _____

Application: Forms needed. Yes ___ No ___ _____

Assistance in filling out forms. Yes ___ No ___ _____

Personal interview? Yes ___ No ___ Comment: _____

Health requirements: _____

_____

Medical examination: Yes ___ No ___ Comment: _____

Physical requirements: _____

_____

Hearing: Exceptional _____ Average _____ Not important _____

Vision: Exceptional _____ Average _____ Not important _____

Speech: Exceptional _____ Average _____ Not important _____

Carry/lift: _____ Stand/walk: _____

Crouch/bend: _____ Reach/climb: _____

Academic skill requirements: Grade _____ Comment: _____

Language: Grade _____ Comment: _____

Reading: Grade _____ Comment: _____

Writing: Grade _____ Comment: _____

Math: Grade _____ Comment: _____

Personality requirements:

Emotional stability: _____

Manners: _____

Appearance: _____

Other: _____

Manual skills required:

Manual dexterity: _____

Fine-motor dexterity: _____

Speed: _____

Precision: _____

Tools and machines used: _____

_____

2. Working conditions:

Wages: Pay period: _____ Amount: _____ Overtime: _____

Raise potential: _____

Hours: Amount: _____ Work schedule: _____

Job stability: Temporary: ____ Permanent: ____ Seasonal: _____

Benefits: Vacation: _____

Illness: _____ Medical insurance: _____

Pension: _____ Workmen's comp: _____

Other: _____

Hazards:

Physical: _____

Health: _____

Emotional/moral: _____

Surroundings: General description _____

Inside/out: _____ Noise level: _____

Temperature: _____ Wet/dry: _____

Supervision: Degree (much/little) _____

Position of supervisor: _____ Type of supervision: _____

Warm/democratic _____ Impersonal _____ Autocratic _____

Employee interaction: Works alone ____ With a group ____ _____

Describe: _____

Promotion possibilities: _____

Initial training: By whom? _____ How? _____

3. Job Tasks:

Task	Machine/Tool	Ability

*Adapted from form developed for use in Arlington (VA) County Schools

From: Peterson, M., and Hill, P. Vocational Assessment of Students with Special Needs: An Implementation Manual. Commerce, Texas: Occupational Curriculum Lab, East Texas State University, 1982.

Attachment Eight

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EMPLOYABILITY PLAN

Sample Interagency Client Referral and Case Management Form

INDIVIDUALS INVOLVED IN THE PLAN

Student's Name	Date of Plan	NAME	TITLE
Date of Birth	School/Agency where Plan is being formulated.		
Student Placement	Is this plan the first or an update of an existing plan?		
	First Plan ____		
	Update _____		

Agencies and People Responsible for Implementing and Monitoring the Plan

Agencies	People

Name of the Individual with the Responsibility for Monitoring the Plan

Name	Title	Agency

Parent/Guardian Signature	Date	Student Signature	Date

I. Individual Skills Summary

A. Assessment of Overall Skill Functioning

1. Skill Assessment Summary (Attach a checklist which indicates specific skill the student does and does not perform)
2. Summary of Major Skill Strengths and Skills in Needs of Improvement

a. Skills Acquired (Strengths). _____

b. Skill in Need of Training (Deficits)_____

_____

_____

_____

c. Skills in Need of Further Assessment _____

_____

_____

_____

B. Medical, Physical and Sensory Handicapping Conditions _____

_____

_____

_____

II. Summary of Interests - Career Related Experiences

A. Summary of Student Strengths and Deficits in Career Related Experiences _____

_____

_____

_____

B. Summary of Student Strengths and Deficits in Vocational Interests _____

_____

_____

_____

C. Statement of Potential Vocational/Occupational Awareness and Exploration Areas

_____

_____

_____

III. First Year Priority Areas Goals, Objectives and Justification

A. Priority Areas (Rank areas as 1 high Priority, 2 Moderate Priority or 3 Low Priority. Areas may be assigned equal priority)

Rank

Direct Work Skills (Training on skills needed for a targeted Job Occupation) ____

Indirect Work Skills (Training on skills generally needed to obtain and maintain employment but not targeted to a specific job occupation) ____

Exploration/Awareness ____

B. Priority Goals and Objectives for the First Year

1. Direct Work Skill Goal Statements and Objectives

a. Goal _____

Objectives

b. Goal _____

Objectives

c. Goal _____

Objectives

d. Goal _____

Objectives

e. Goal _____

Objectives

2. Indirect Work Skill Goal Statements and Objectives

a. Goal _____

Objectives

b. Goal _____

Objectives

c. Goal _____

Objectives

d. Goal _____

Objectives

e. Goal _____

Objectives

3. Exploration/Awareness Statements and Objectives

a. Goal _____

Objectives

b. Goal _____

Objectives

c. Goal _____

Objectives

d. Goal _____

Objectives

e. Goal _____

Objectives

C. Justification of Priority Areas and Goals for the First Year _____

_____

_____

_____

IV. Priority Goals and Justification for Subsequent Years

A. Direct Work

Goals _____ Year _____

_____ _____

_____ _____

B. Indirect Work

Goals _____ Year _____

_____ _____

_____ _____

C. Exploration/Awareness

Goals _____ Year _____

_____ _____

_____ _____

D. Justification for Priority Goals for Subsequent Years _____

_____

_____

_____

_____

V. Multi-Year Options

A. First Year Options

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

B. Subsequent Year Options (year)

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

VI. Services Needed to Meet Goals

A. Services - First Year

Agencies	Contact Person	Services	Agencies Responsible for Funding Services

B. Services - Subsequent Years

Year	Agencies	Contact Person	Services

VII. Statement of Case Management Responsibility for Multi-Year Plan

A. First Year

Name	Position	Agency

B. Subsequent Years

Year	Agencies	Contact Person	Services

From: Hasazi, S. A Training Based and Interagency Approach to Providing Comprehensive Vocational Special Education Services to Secondary Aged Youth. University of Vermont: College of Education and Social Services, 1980-1981.

References

Hasazi, S. A training based and interagency approach to providing comprehensive vocational special education services to secondary aged youth. University of Vermont: College of Education and Social Services, 1980-1981.

Peterson, M., and Hill, P. Vocational assessment of students with special needs: An implementation manual. Commerce, Texas: Occupational Curriculum Lab, East Texas State University, 1982.

Section Three

Planning Considerations

Introduction

This section highlights some of the key areas to consider when developing a coordinated assessment process. It focuses on ideas and resources for enhancing assessment services through cooperation. Because the committee approach to a joint planning venture is employed here, the term "committee" is used throughout.

The method of organizing a committee and determining its membership will vary among local areas. It is important, in light of the Job Training Partnership Act, that private and public sectors participate in planning to insure that the assessment process that is designed yields the necessary information for the appropriate placement of youth in educational and training programs.

Role of Assessment in the Service Delivery System

Vocational assessment has been defined as a comprehensive process to identify individual characteristics, education, training and placement needs. This information can be the basis for planning an individual's program, and provides the individual with insight into his or her vocational potential (Dahl, 1978). An assessment can vary in comprehensiveness from a basic overview, which could include an interview and an interest inventory, to an extensive evaluation consisting of worksamples, job tryouts and other in-depth techniques. It is important that the assessment provide results to assist in the planning and implementation of an individual's career, vocational training and subsequent employment (Abbas and Sitlington, 1976). Each youth within a service delivery system should have access to a range of assessment services, especially a comprehensive evaluation when needed.

Vocational assessment can serve two major functions in the service delivery system. First, it can provide information for administrative decision-making concerning the selection or rejection of youth for services, and their appropriate assignment to existing programs. Second, vocational assessment can provide information needed to individualize the design, implementation and evaluation of programs (Gugerty, 1980). Continuity of services can best be achieved when information used for assigning youth to a program is incorporated into the actual services provided.

In the publication, The Private Sector Youth Connection, Volume I: School to Work, one section summarizes the program elements critical to a successful school-to-work program. Two of the areas mentioned are:

1. identifying specific aptitudes and skills to match youth to jobs/training, and
2. structuring the curriculum for training programs to reflect the necessary skills for employment.

(Schilit and Lacey, 1982, pp. 86-88)

Vocational assessment can be a mechanism for obtaining information needed for these two program elements.

More specifically, vocational assessment can provide information for the following purposes:

1. An assessment provides an opportunity for a youth to explore various career options to help in his or her decision-making.
2. The results offer service providers and a youth information on his or her interests, aptitude, present capabilities and work attitudes.
3. An assessment can establish a direction or framework for a youth's program based on information about his or her strengths and needs.
4. An assessment enables staff to appropriately refer a youth to services.
5. The results provide information necessary for designing, implementing and evaluating a youth's program.

Stages in Planning a Coordinated Assessment Process

It is important that the following points be noted when a committee begins its planning activities:

1. Members who are involved in the planning process should be knowledgable about vocational assessment or have ready access to professionals in the field should specific questions need to be answered.
2. The determination of assessment techniques to use in a coordinated process should be accomplished after careful and thorough research. Appendix D lists some questions to consider when reviewing assessment instruments. The selection of techniques need not be solely limited to formal standardized instruments but can incorporate informal assessment techniques as well.

3. Vocational assessment of youth is an ongoing process. The committee members should insure that a system for followup and reevaluation of youth is created when it is necessary to update information on a youth's progress or for a change in program.

4. It will take time and energy by members to develop and implement an integrated process. A commitment to share information and resources, and a willingness to resolve issues will be important factors in the cooperative effort.

Determine the Purpose

As previously mentioned, assessment can facilitate screening or selection and appropriate placements. Local service providers who are meeting to plan an integrated assessment process must establish the reasons for the assessment and the purpose for coordinating these services. In the Wisconsin Youth Initiative, the LMF's determined that the assessment will help in determining a youth's educational needs, skill level and interests as they relate to employment. The purpose of coordinating services is to maximize the usage of resources and develop a system in which youth will have increased access to vocational assessment. Additionally, assessment results will aid in assigning a youth to a suitable training program, in determining the areas to be emphasized in his or her program, and in evaluating how well he or she performs.

Identify Resources

Developing a coordinated assessment process will necessitate cooperation among the members designing the system. Information will have to be gathered regarding the community's current assessment capabilities. Such areas as the following should be covered in the analysis of the existing assessment process:

1. Descriptions of what programs presently exist.
2. Identification of services and gaps in the assessment process.
3. Ideas on how a system could be established utilizing existing resources and what additional resources might be needed to fill any gaps.

Committee members can share descriptions of the assessment services their agencies provide. These descriptions can be used to inform members

as to what assessment services are provided and can also serve as a basis for a plan for coordinating services. As members become more aware of existing services, gaps in the system can be identified as well.

When analyzing the current assessment process and available resources, such areas as the following should be considered (Priestley, 1982):

1. Personnel - how many individuals are involved in assessing youth? Is the number adequate or are more staff needed?
2. Equipment and materials - how many agencies are using similar equipment and materials? Is it possible to consolidate? Are more materials and equipment needed to provide a more comprehensive assessment?
3. Funding - how much is each agency allocating for assessment services? Are monies available to fund additional services, if needed?
4. Time - what is the general length of time each agency takes to assess a youth? How many youth are being served? Do waiting lists exist in the system for youth to be assessed?

An example of how available resources were identified is provided by the process used by the Green Bay LMF. A coordinator had been hired with funds made available through a proposal written by LMF members. As part of the coordinator's role, LMF members were given information on the characteristics of youth in their area; the labor market; population projections; inventory of agency capabilities; and available multi-agency services. These data were used to help the LMF members work on long and short term goals. Additionally, a needs identification was performed to determine where service gaps existed. LMF members decided that a matrix of services should be developed to illustrate available resources for youth in their area. The matrix could also be used to identify any further gaps in the delivery system.

Each member of the forum was asked to submit a summary of his or her agency's services to the coordinator. Matrices were developed showing the services each agency indicated as available to high risk in-school and out-of-school youth. The matrices assisted the LMF in evaluating the area's current service delivery system as well as in increasing members' awareness of what other agencies in the community offered. In order to develop categories to compile the services named by the agencies, LMF members named general areas or components of a service delivery system.

Attachment Nine illustrates the background work done to develop the matrices. Attachment Ten shows the matrices developed by the LMF.

As a result of the matrices, it became quite evident that assessment services varied widely among agencies. A number of agencies had indicated that they offered assessment; however, they varied widely in the scope, duration and intensity of such assessment. The LMF decided that assessment was an important element in the service delivery system and should be the starting point for cooperative efforts. Assessment of a youth determined his or her training and education goals, remediation of skills and eventual employment. A task force was created to explore the area of assessment and the development of a coordinated assessment process. LMF members with assessment backgrounds were asked to sit on the subcommittee. The LMF coordinator was designated as the chairperson for the task force.

Decide Who Will Be Assessed

When determining available resources and the purpose of the coordinated assessment process, an important consideration will be the target population. This will help determine the scope of assessment because of the specific needs which must be addressed to serve a designated population. Committee members will decide who is presently in need of assessment services and who could be identified as potential target groups should the system expand. One recommendation mentioned by Schilit and Lacey (1982) is to start with a manageable pilot effort with potential for growth. By identifying a target population, members are able to try out a system and determine its effectiveness before attempting to expand to meet the needs of other populations. In the Wisconsin Youth Initiative, for example, high risk in-school and out-of-school youth, ages 14 through 21, were identified as the population to be served. Activities initiated by members of the LMF were directed toward this population.

Define What To Assess

As previously stated, assessment can provide information to determine the eligibility or appropriateness of an individual for placement into a training program, an employment setting, a vocational classroom, etc. It is important that an understanding of what skills are necessary to enter and succeed in these settings is obtained by the committee.

Identifying the skills or performance levels an individual would need provides a structure for the assessment process. Committee members will need to determine the referral sources available in the service delivery system once an individual is assessed. This information provides a basis for determining what to assess.

In a coordinated assessment process, general agreement is reached on the broad goals of the process. The actual assessment given to an individual will be tailored to meet his or her needs; however, it will be done within the context of these broad goals. Private Industry Councils or other community organizations may need to evaluate the current assessment process in light of the performance standards mentioned in the Job Training Partnership Act. Evaluating the number and type of services available to an individual for training or educational purposes, and the performance standards for these programs, will provide a framework for determining what to assess.

The LMF's involved in planning a coordinated assessment decided that youth would be assessed to determine their strengths and deficits in relation to the skills or competencies necessary for employment. Here is an example of how a LMF began defining what would be assessed. The Green Bay LMF began by exploring what local employers believed were the skills necessary for successful employment in their organizations. The sub-committee responsible for gathering this information for the Green Bay LMF asked a number of agencies around the city what contacts had previously been made to employers concerning employability skills. The committee found that a questionnaire, which indirectly related to the information they needed, had been sent out. The group felt that the survey could serve as background information for its work on assessment. The committee used the list of competencies compiled by the Vocational Studies Center as a format for evaluating the information from the survey results and agency contacts with employers. Attachments 11 through 14 illustrate the type of information gathered by the task force, and summarize data directly useful to the committee. Only certain sections of the survey were relevant to the assessment task force's needs: those responses which addressed employability skills. The survey from which the information was taken had been used to obtain insights from employers concerning the basic skills of the youth whom they employed.

As a result of this research into the current number and type of employer contacts being made by agencies in Green Bay, the task force was able to draft a copy of a survey dealing directly with competencies and performance levels required for employment. A copy of the preliminary survey can be seen in Attachment 15. Committee members have "field tested" the survey with a few employers and have decided that major changes must be made before it is actually used. Once data are obtained about employer expectations in the area of employability skills, the task force will begin integrating this information into the coordinated assessment process they are planning.

Decide How To Assess

Once the criteria and goals of the coordinated assessment process have been established, the committee will need to review what is currently being used for assessment and to determine if it meets these goals. The committee may develop a "test menu," or a listing of the assessment instruments and techniques currently being used. This will enable members to increase their awareness of the assessment capabilities in the community. The instruments and techniques appropriate for the target population and for the goals of the process can then be selected.

Creating a coordinated process does not necessarily mean that all the assessment given to a youth is identical. This may be the case if a centralized location for assessment is designed where all individuals entering the system are initially assessed. The coordination of assessment through a "test menu" approach means that each agency or organization lists the range of instruments or techniques which it will use. This allows for individualization among agencies, but more importantly, members of the committee are aware of what specific techniques are used by other agencies for assessment. This information will be helpful in designing a plan to maximize the utilization of assessment resources in the community and in sharing assessment results among service providers.

An example of how this process is initiated, is provided by the work done on the Green Bay LMF. A survey asking the LMF members to list a sample of the instruments and techniques used to assess youth elicited the following list of instruments.

Figure Two

Assessment Instruments Identified by Green Bay LMF Members

A Sampling of Instruments Used by Organizations Primarily Serving In-School Youth

- SRA Achievement Test
- SRA Educational Ability Test
- Writing Assessment from Department of Public Instruction
- SAT/ACT for those planning college
- Wisconsin Pupil Assessment
- Basic Skills Assessment
- Job-O Occupational Interest Form
- Career Ability Placement Survey (CAPS)
- Career Occupational Placement and Education Survey (COPES)
- Demos D Attitude Scale
- Crawford Small Parts Dexterity Test
- Minnesota Spatial Relations
- Major-Minor Finder

A Sampling of Instruments Used by Organizations Primarily Serving Out-of-School Youth

Achievement Tests

Adult Basic Learning Examination (ABLE) I, II, and III

Developmental Math III

Nelson-Denny Reading

Slosson Oral Reading

SRA-Arithmetic

SRA-Reading

Wide Range Achievement Test (WRAT)

Test of Adult Basic Education (TABE)*

Aptitude Tests

Bennett Test of Mechanical Comprehension*

Career Ability Placement Survey (CAPS)*

Differential Aptitude Test (DAT)

Minnesota Clerical

Revised Minnesota Paper Form Board*

SRA Pictorial Reasoning

Social Prevocational Information Battery

General Aptitude Test Battery (GATB)

Nonverbal Aptitude Test Battery

Dexterity Tests

Crawford Small Parts Dexterity Test*

Purdue Pegboard

Valpar

Tri Level Measurement

Simulated Assembly

Intelligence Tests

Revised BETA Examination

Otis Employment Tests

Personality Tests

Career Orientation Placement and Education Survey (COPES)*

16 Personality Test

Interest Tests

Career Occupational Preference System (COPS)*

California Picture Interest

Geist Picture Interest

Gorden Occupational

Interest Check List

Kuder General Interest Survey*

Kuder Occupational Interest Survey (Form DD)*

Wide Range Interest-Opinion Test (WRIOT)

Strong-Campbell Interest Inventory

Self-Directed Search (SDS)

Miscellaneous Tests

Dvorine Color Blindness

Wells

JEVS Work Samples

Nut, Bolt, Washer Assembly

Rubber Stamping

Washer Threading

Budget Assembly

Sign Making

Tile Sorting

Nut Packing

Collating Leather Work Sample

Grommet Assembly

Union Assembly

Belt Assembly

Ladder Assembly

Metal Square Fabrication

Hardware Assembly

Telephone Assembly

Lock Assembly

Filing by Numbers

Proofreading

Filing by Letters

Nail and Screw Sorting

Adding Machine

Payroll Computation

Computing Postage

Resistor Reading

Pipe Assembly

Blouse Making

Vest Making

Condensing Principle

Singer/Graflex

Carpentry

Masonry

Electric Wiring

Soldering & Welding

Medical Services

Basic Tools

Refrigerator Heating and Air Conditioning

Sheet Metal

Small Engine

Cooking & Baking

One particular agency mentioned several psychological, physical therapy, speech and hearing tests available for purposes of assessment. Also some agencies, serving primarily out-of-school youth, listed the following instruments:

- Work Activities Checklist
- Work Situation Checklist
- Wisconsin Career Information System Questionnaire*
- London Procedure
- GED Predictive Test
- Northeast Wisconsin Technical Institute Skills Inventory Form
- Basic Occupational Literacy Test (BOLT)
- Educational Development Plan (EDP)*
- Job Service Interest Checklist

- ACT Career Planning Program
- Skilled Trades Improvement Program Application Form
- Farmers Union CETA Questionnaire

*An asterisk indicates those instruments named by more than one organization.

If a committee needs ideas for the kind of instruments or techniques which could be used with youth, specifically those youth identified as disadvantaged, the following list may prove helpful as a starting point for its research efforts. This list may offer ideas of what a community's current assessment process has available, or of areas where additional techniques may need to be considered. Appendix D contains descriptions of a few of the instruments mentioned in Figures Two and Three. The assessment instruments mentioned in this section and described in the appendix do not imply an endorsement. Furthermore, an omission of any instrument does not imply a judgment of its value.

Figure Three

Standardized Vocational Tests

Achievement

Adult Basic Learning Examination

Wide Range Achievement Test

Sequential Test of Education Progress

Aptitude

General Aptitude Test Battery

Non-reading Aptitude Test Battery

Flannigan Aptitude Classification Tests

Differential Aptitude Tests

Bennett Mechanical Comprehension Test

Revised Minnesota Paper From Board Test

Minnesota Clerical Test

McDonald Vocational Capacity Scale

Intelligence or General Learning Ability

Slosson Intelligence Test

Army General Classification Test

Otis Quick-Scoring Mental Ability Test

Peabody Picture Vocabulary

Revised Beta

Wechsler Adult Intelligence Scale

Haptic Intelligence Scale

Hiskey-Nebraska

Vocational Intelligence Scale for the Adult Blind

Raven Progressive Matrices

Columbia Mental Maturity Scale

Cooperative School and College Ability Tests

Arthur Point Scale of Performance Tests

Interest

Kuder General Interest Survey

Ohio Vocational Interest Survey

Strong Vocational Interest Blank

Picture Interest Inventory

Vocational Interest and Sophistication Assessment Survey

Gordon Occupational Checklist

AAMD Reading Force Vocational Interest Inventory

Minnesota Importance Questionnaire

Entry Level Job Listing

Geist Interest Inventory

Picture Interest Exploration Survey

Self-Directed Search

Singer/Graflex Pictorial Interest Screening

Wide Range Interest Opinion Test

Performance Aptitude

Crawford Small Parts Dexterity Test

Pennsylvania BiManual Worksample

Purdue Pegboard

Minnesota Rate of Manipulation Test

Hand-Tool Dexterity Test

Stromberg Dexterity Test

Lincoln-Oseretsky Motor Development Scale

Minnesota Spatial Test

Purdue Perceptual Motor Survey

Personality

Mooney Problem Checklist

Minnesota Multiphasic Personality Inventory

Edwards Personal Preference Schedule

Vineland Social Maturity Scale

AAMD Behavior Adoptive Scales

Adjustment Inventory

California Psychological Inventory

Career Maturity Inventory

16 Personality Test

Physical Screenings

Manuometer (Strength)

Audiometer (Hearing)

Orthorater (Vision)

Reading

Gates-MacGenitie

Gray Oral Reading Test

Stanford Diagnostic Reading Test

Durrell-Sullivan Reading Capacity

Work Samples

McCarron-Dial

Jewish Employment and Vocational Service Work Sample System

Singer Vocational Evaluation System

The MicroTower System

Valpar Component Work Sample Series

Wide Range Employment Sample Test

From: Gemmill, P. Diagnostic Assessment of Disadvantaged Vocational Learners. College Park, Maryland: University of Maryland, Department of Industrial Education, 1979, p. 10.

Additionally, the survey instrument developed by the Vocational Studies Center (Attachments One and Two) can be used to gather information

on competencies or skills necessary for employment of youth and on instruments or techniques which could be used to assess for these skills. Committee members can modify the survey to fit the goals of their coordinated assessment process and the identified target population.

Develop a Plan for Implementing a Coordinated Process

There are a variety of ways in which an assessment process can be coordinated. It may be decided to fund one centralized location where all individuals must go to be assessed. Committee members may decide that an informal agreement among agencies be reached as to how a youth will be referred for assessment and how the results will be shared. It is also possible that an agreement can be reached whereby standardized referral forms are used as well as the forms for the evaluation report and plan.

One possible method of organizing a coordinated assessment process entails using the Levels of Assessment concept referred to in Figure One. Assessment methods, and the type of information obtained on each of the levels are described. Committee members can determine the information they would like developed on each level for their community, and identify agencies that provide assessment services on each level. Additionally, members can identify by position who is qualified to perform the assessment at each level. For example, an instructor with a background on assessment could be involved in Level I. As more assessment techniques are incorporated, as in Level II, further training by an individual will be required. A vocational counselor would be the type of professional conducting a Level II assessment. Moving to the more comprehensive level or a Level III assessment will necessitate a specialist in vocational assessment to coordinate the evaluation. The critical points to keep in mind when determining who is qualified to perform assessments, especially Level I and II assessments, are that this person must be knowledgable about vocational and career planning and have the skill to determine when a referral for more comprehensive assessment is needed.

Not all individuals needing assessment services may necessarily require a comprehensive assessment. However, the model allows for a range of assessment services, building to the comprehensive level. Organizing a process in such a fashion can have the following benefits:

1. Clear delineation of the type of assessment each agency provides. This can help avoid duplication of effort and maximize the usage of services.
2. Enhanced communication among agencies as to the kind of assessment an individual would receive at an agency. This will facilitate communication among agencies as to the type of assessment an individual receives. It may help to avoid unnecessary retesting of an individual.
3. Effective method for a committee to use to outline available assessment services, responsibilities of each agency and how referrals among the three levels can be achieved.

A complete description on how to coordinate an assessment process based on the Levels of Assessment concept can be found in the publication Vocational Assessment of Students with Special Needs: An Implementation Manual. Readers are encouraged to utilize the information in this planning guide.

The Green Bay LMF, when responding to a survey on assessment, began to delineate what it believed should be involved in a comprehensive assessment. It listed the following instruments and techniques as part of this level.

1. academic assessment of reading and math skills
2. interest inventory
3. value checklist
4. personality - work values
5. aptitude battery
6. decision-making activities
7. job and/or postsecondary researching activities
8. physical capacities assessment
9. work samples
10. counseling
11. possible referral for further counseling and assessment

Identifying as a group what a committee believes are the assessment components for each level can be a step toward designing a system based on the Levels of Assessment concept.

Since assessment results can be used for designing an individual's program, its impact can be felt throughout the service delivery system.

Consideration for the following areas may play a role in how the assessment process is coordinated.

1. Outreach/Referral/Intake

   How an individual is brought into the system may be a consideration for the committee. Various outreach activities may be coordinated. An example of an outreach effort is the work being done by the Green Bay LMF. A resource guide is being developed for youth to help them become more aware of services available to them. This guide will be distributed to schools, agencies, recreational areas and other identified locations. One service outlined in the guide is assessment.

   Additional ideas for outreach activities are television and radio spots, advertisements in the paper and a "hotline" number whereby further information can be given.

   Intake procedures could also be standardized if the committee determined it was necessary. The use of standardized intake forms by cooperating agencies is one method for establishing an integrated approach. Establishing one centralized location for intake into the service delivery system and for assessment services is another. In the Racine area, the representatives of the community-based organizations sitting on the assessment subcommittee for the LMF developed a plan to create a Youth Center. Resources from the cooperating agencies will be allocated to create a centralized intake and assessment service as well as other services they deem should be co-located.

   In the area of referral, the Green Bay LMF is developing a resource directory for service providers represented on the forum. It is hoped that the directory will serve as an aid or starting point for referring youth to appropriate services. In the Ashland/Superior LMF assessment subcommittee, a standardized referral form was designed to identify high risk in-school youth for services. Attachment 16 illustrates the form used by the junior high and high schools in the area. One of the services available to the area high school programs is assessment.

   How outreach, intake and referral procedures are developed in a local area will depend on the needs of the community and the existing structure of the service delivery system.

2. Development of a coordinated employability and educational plan.

   The committee will need to determine how assessment results will be shared once an individual is referred. Establishing a cooperative plan can assist in

a) designating who will provide followup of the individual to insure that the results of the assessment are appropriate and the plan developed is implemented; and

b) determining whether additional assessment is needed or a reevaluation of the plan is warranted.

The employability and educational plan can establish performance goals which can be used to determine whether a youth is reaching his or her goals. Assessment results can assist in determining areas of emphasis for a program and can be used to evaluate whether the goals are being met. Attachment Eight in Section Two was a sample format provided to the LMF's for ideas concerning the development of an interagency employability and educational plan.

Developing a plan to implement a coordinated assessment process may take the form of an informal or formal agreement developed by committee members. Whether an informal or formal agreement is reached, there must be a purpose for the agreement, guidelines for policies and procedures and a definite role for participants. Written agreements must be tailored to meet the unique needs identified by the committee members. However, the following generalized format for agreements has been suggested (Baumheier, 1978):

1. Introduction or statement of the nature of the agreement
2. Purpose and goals
3. Administrative relationship
4. Referral procedures
5. Service provisions
6. Financial responsibilities
7. Exchange of information
8. Joint community relationship
9. Functions of operating personnel
10. Statement of time, duration and revision of the agreement.

The committee will need to consider how its members believe the assessment process should be coordinated, and should develop a plan accordingly. It has been suggested that the following areas be specified when developing a plan for implementation.

1. Administrative structure
2. Roles and responsibilities

3. Monitoring
4. Evaluation
5. Management information systems

(Schilit and Lacey, 1982, p. 84)

Another method for implementing a plan could be that of sponsoring an interagency inservice or staff training workshop. Committee members could bring together agency personnel involved in the coordinated assessment process to explain how the plan will be implemented and their role in carrying out the process. Careful planning of the inservice meeting is critical. Committee members will need to discuss who will be invited to the meeting, what topics will be on the agenda, who will fund the meeting, what will be the evaluation criteria and how the participants will use the information acquired. Attachment 17 is a summary of the various planning considerations in the development of an inservice training meeting.

Evaluate the Plan

A process for evaluating the coordinated assessment process should be built in from the start. Evaluation of performance and results provides information which enables service providers to measure effectiveness and correct any problems which may arise (Schilit and Lacey, 1982). The committee will need to address specific issues when developing an evaluation strategy. Members can use the following questions as a starting point.

1. What are the specific outcomes the committee desires/ expects to result from the implementation of its strategy?
2. What methods (e.g. questionnaires, phone calls, interviews, etc.) can the committee use to determine if these outcomes have been achieved?
3. Which of these possible evaluation methods will yield the most important information, given the time and energy members are willing to invest in an evaluative effort?
4. When will the evaluation be conducted?
5. Who will be responsible for carrying out the evaluation?
6. When will the committee meet to analyze the evaluation data and consider their impact on future planning efforts?

(Ferrini, 1980, p. 102)

It has been suggested that the results compiled from the evaluation be written in a practical and concise report format. A description of the strengths, weaknesses, corrective actions and future plans should make up the contents of the report (Schilit and Lacey, 1982).

Attachment 18 provides a worksheet which committee members can use to develop and conduct their evaluation. When using the worksheet, the following points should be kept in mind.

1. Evaluation goals which cannot be specified in one or two sentences may require re-analysis or clarification.
2. Key steps in the evaluation process should be assigned starting and completion dates. These benchmarks then become management guidelines to use when monitoring the evaluation effort.
3. Responsibilities for carrying out the evaluation should be assigned to specific persons, and other components of the process should be specified. The delineation of responsibilities is crucial to the carrying out of the evaluation effort in an interagency context.

(Gugerty and Getzel, 1982, p. 30)

It is very important that committee members determine in the early stages of designing the evaluation effort what the evaluation criteria will be and what will constitute a successful implementation. Without a clear idea of the goals of the evaluation and what is being measured, the results will have very little meaning to the committee in providing feedback on how well it is able to coordinate assessment services.

Benefits of a Coordinated Assessment Process

Developing and implementing a coordinated assessment process can be beneficial to both a youth receiving the services and the individuals providing the services. A few of the benefits for establishing such a process are summarized below.

1. Communication among agencies is enhanced.
2. Assessment services are maximized in a community.
3. Assessment results are more fully incorporated into the structure of a youth's training or educational program.
4. Assessment results can be used to set program objectives and can then be a basis to evaluate whether these objectives are met.

Attachment Nine

VSC
UW-Madison

POSSIBLE AREAS FOR MATRIX OF SERVICES

Recruitment

Admission

Least Restrictive Environment/
Mainstreaming

Vocational Assessment

Vocational Counseling

Vocational Training

Job Placement

Followup

Program Evaluation

Monitoring

Prevocational Programming

Vocational Programming

Work Sampling

On-the-job Training

Curriculum Modification and
Development

Remedial and Support
Services

Adapting Equipment and
Providing Special Aids

Facility Accessibility

Communication with Community

Attachment Ten

LOCAL MANAGEMENT FORUM
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MATRICES

SERVICES AVAILABLE TO IN-SCHOOL YOUTH 14-18 / AGENCY	BASIC SKILLS ASSESSMENT	VOCATIONAL ASSESSMENT	REMEDIATION	CAREER EDUCATION	PERSONAL COUNSELING	VOCATIONAL COUNSELING	FOLLOW UP	VOCATIONAL SKILLS TRAINING	BASIC SKILLS TRAINING	JOB SEEKING AND JOB KEEPING SKILLS	OTHER
COOPERATIVE EDUCATIONAL SERVICE AGENCY 3	X	X	X	X	X	X	X	X	X	X	(X)
COOPERATIVE EDUCATIONAL SERVICE AGENCY 9	X	X	X	X	X	X	X	X	X	X	
FARMERS UNION CETA PROGRAMS		X		X	X	X	X			X	(X)
GREEN BAY PUBLIC SCHOOLS	X	X	X	X	X	X	X	X	X	X	(X)
JOB SERVICE WISCONSIN		X			X	X	X			X	
MENOMINEE INDIAN TRIBE OF WISCONSIN	(X)	X	(X)	X	X	X	X			X	(X)
NORTH CENTRAL TECHNICAL INSTITUTE	X	X	X	X		X	X	X		X	
NORTHEAST WISCONSIN TECHNICAL INSTITUTE	X	X	X			X		X		X	(X)
OCONTO SCHOOL DISTRICT	X	X	X	X	X	X	X	X	X	X	(X)
ONEIDA TRIBE CETA PROGRAM	(X)	X			X	X	X		(X)	X	
STOCKBRIDGE-MUNSEE TRIBAL CETA PROGRAM	(X)	(X)	X	X	X					X	(X)

comments on reverse side

COMMENTS (Services AVAILABLE to in-school youth 14-18)

COOPERATIVE EDUCATIONAL SERVICE AGENCY 3

Professional staff is available to offer these services.
(X) Other, writing skills program, alcohol and drug abuse classes.

COOPERATIVE EDUCATIONAL SERVICE AGENCY 9

Professional staff is available to offer these services.

FARMERS UNION CETA PROGRAMS

Professional staff is available to offer these services.
(X) Other, Basic Skills Assessment Grant in Green Bay and Oconto

GREEN BAY PUBLIC SCHOOLS

(X) Basic Skills Assessment Grant

JOB SERVICE WISCONSIN

Has professional staff available to offer these services.

MENOMINEE INDIAN TRIBE CETA MANPOWER

(X) Basic Skills Assessment and Remediation offered through Menominee School but youth CETA participants progress is closely monitored
(X) Other, Youth Services Grant

NORTH CENTRAL TECHNICAL INSTITUTE

Professional staff is available for all services indicated

NORTHEAST WISCONSIN TECHNICAL INSTITUTE

Professional staff is available for all services indicated.
(X) Other, Basic Skills Assessment Grant in Green Bay and Oconto

OCONTO SCHOOL DISTRICT

Professional staff available to offer all services indicated.
(X) Other, Basic Skills Assessment Grant

ONEIDA TRIBE CETA PROGRAM

(X) Basic Skills Assessment and Basic Skills Training provided through GED program.

STOCKBRIDGE-MUNSEE TRIBAL CETA PROGRAM

(X) Basic Skills Assessment and Vocational Assessment provided through local schools
(X) Other, Health and Safety classes

LOCAL MANAGEMENT FORUM
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SERVICES AVAILABLE TO OUT-OF-SCHOOL YOUTH 16-21 / SERVICES / AGENCY	RECRUITMENT	INTAKE	REFERRAL	VOCATIONAL ASSESSMENT	VOCATIONAL SKILLS TRAINING	JOB PLACEMENT	PERSONAL COUNSELING	VOCATIONAL COUNSELING	EMPLOYABILITY DEVELOPMENT PLANS	PARTICIPANT TRACKING	FOLLOW-UP	JOB SEEKING JOB KEEPING SKILLS	OTHER
COOPERATIVE EDUCATIONAL SERVICE AGENCY 3	X	X	X	X			X	X		X	X	X	
COOPERATIVE EDUCATIONAL SERVICE AGENCY 9	X	X	X	X			X	X		X	X	X	
FARMERS UNION CETA PROGRAMS	X	X	X	(X)	(X)	X	X	X	X	X	X	X	
JOB SERVICE WISCONSIN			X	(X)	(X)	X	X	X	X	X	X	X	
MENOMINEE INDIAN TRIBE OF WISCONSIN CETA MANPOWER	X	X	X	(X)	(X)	X	X	X	X	X	X	X	(X)
NORTH CENTRAL TECHNICAL INSTITUTE	X	X	X	(X)	X	X	X	X	X	X	(X)	X	(X)
NORTHEAST WISCONSIN COMMUNITY ACTION PROGRAM	X	X	X	(X)	(X)	X	X	X	X	X	X	X	
NORTHEAST WISCONSIN TECHNICAL INSTITUTE	X	X	X	(X)	X	X	X	X	X		(X)	X	X
ONEIDA TRIBE CETA PROGRAM		X	X	X		X	X	X	X	X		X	
WISCONSIN PRIVATE SECTOR INITIATIVES PROGRAM	X	X	X	(X)	(X)	X	X	X	X	X	X	X	
SKILLED TRADES IMPROVEMENT PROGRAM	X	X	X	X	X	X	X	X	X	X	X	X	

comments on reverse side

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COMMENTS (Services AVAILABLE to out-of-school unemployed youth)

Green Bay Public Schools, Stockbridge Munsee Tribal CETA, and Oconto School District do not serve out-of-school unemployed youth.

The Division of Employment and Training Services and the Governor's Employment and Training Office serve on the Local Management Forum but they are not involved in our matrices of services. Youth programs provide by these agencies are through their grantees.

FARMERS UNION CETA PROGRAMS (X)

VOCATIONAL ASSESSMENT	- Interview
VOCATIONAL SKILLS	- On the Job Training

JOB SERVICE (X)

VOCATIONAL ASSESSMENT	- Interview and written
VOCATIONAL SKILLS	- Refer to tech. school

MENOMINEE INDIAN TRIBE CETA MANPOWER PROGRAMS (X)

VOCATIONAL ASSESSMENT	- Interview and written
VOCATIONAL SKILLS	
TRAINING	- Refer to tech. school
OTHER	- Youth delinquency services

NORTH CENTRAL TECHNICAL INSTITUTE (X)

VOCATIONAL ASSESSMENT	- Interview and written
FOLLOW UP	- Survey
OTHER	- Work evaluation center, comprehensive CED program

NORTHEAST WISCONSIN COMMUNITY ACTION PROGRAM (X)

VOCATIONAL ASSESSMENT	- Interview and written
VOCATIONAL SKILLS	
TRAINING	- Refer to tech. school

NORTHEAST WISCONSIN TECHNICAL INSTITUTE (X)

VOCATIONAL ASSESSMENT	- Interview and written
FOLLOW UP	- Survey
OTHER	- Pre voc, basic skills training

WISCONSIN PRIVATE SECTOR INITIATIVES PROGRAM (X)

VOCATIONAL ASSESSMENT	- Interview
VOCATIONAL SKILLS	
TRAINING	- Contracted with tech school or on site training

LOCAL MANAGEMENT FORUM
Lake Michigan District

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SERVICES PROVIDED BY A SPECIFIC PROJECT OR GRANT DIRECTED ONLY TO IN-SCHOOL YOUTH 14-18 WITH IDENTIFIED BARRIERS* TO FUTURE EMPLOYMENT
* instructionally disadvantaged, emotionally disabled, etc.

AGENCY / SERVICES	BASIC SKILLS ASSESSMENT	VOCATIONAL ASSESSMENT	REMEDIATION	CAREER EDUCATION	PERSONAL COUNSELING	VOCATIONAL COUNSELING	FOLLOW UP	VOCATIONAL SKILLS TRAINING	BASIC SKILLS TRAINING	JOB SEEKING AND JOB KEEPING SKILLS	OTHER
COOPERATIVE EDUCATIONAL SERVICE AGENCY 3				X		X	X	X	X		(X)
COOPERATIVE EDUCATIONAL SERVICE AGENCY 9						X	X	X	X	X	(X)
FARMERS UNION CETA PROGRAMS		X		X	X	X	X			X	(X)
GREEN BAY PUBLIC SCHOOLS	X	X	X	X	X	X	X	X	X	X	(X)
JOB SERVICE WISCONSIN		X				X	X			X	
MENOMINEE INDIAN TRIBE OF WISCONSIN	(X)	(X)	(X)	X	X	X	X			X	(X)
NORTH CENTRAL TECHNICAL INSTITUTE		(X)					(X)				
NORTHEAST WISCONSIN TECHNICAL INSTITUTE	(X)	X				X		X		X	(X)
OCONTO SCHOOL DISTRICT	X	X	X	X	X	X	(X)	X	X	X	(X)
ONEIDA TRIBE CETA PROGRAM	(X)	(X)			X	X	X			X	
STOCKBRIDGE-MUNSEE TRIBAL CETA PROGRAM	(X)	(X)	X	X	X					X	(X)

Comments on Reverse Side

COMMENTS (Services provided by a specific project or grant directed only to in-school youth 14 - 18 with identified barriers to future employment.)

COOPERATIVE EDUCATIONAL SERVICE AGENCY 3

(X) Career Education-WSIB in school districts in seven counties
(X) Vocational Counseling, (X) Follow-up, and (X) Basic Skills Training for special education classes
(X) Other, writing skills and drug and alcohol abuse classes, Project Child Find

COOPERATIVE EDUCATIONAL SERVICE AGENCY 9

Services targeted to handicapped youth
(X) Other, Project Child Find

FARMERS UNION CETA PROGRAMS

All services offered through Summer Youth Employment, On-the-Job Training
(X) Other, Basic Skills Assessment Grant

GREEN BAY PUBLIC SCHOOLS

(X) Other, Basic Skills Assessment Grant

JOB SERVICE WISCONSIN

All services indicated are offered at the job service office and targeted to specific groups such as refugees.

MENOMINEE INDIAN TRIBE CETA MANPOWER

(X) Basic Skills Assessment,
(X) Vocational Assessment, and (X) Remediation provided by Menominee School but youth participates progress are closely monitored

NORTH CENTRAL TECHNICAL INSTITUTE

(X) Services are provided if requested

NORTHEAST WISCONSIN TECHNICAL INSTITUTE

(X) Basic Skills offered through GED/GOAL program, and Pre Voc Program
(X) Other, Basic Skills/Assessment Grant

OCONTO SCHOOL DISTRICT

(X) Follow-up available to youth enrolled in the Oconto High School Basic Skills/Vocational Project
(X) Other, Basic Skills Assessment Grant

ONEIDA TRIBE CETA PROGRAMS

(X) Basic Skills provided through GED program
(X) Vocational Assessment on a needed basis

STOCKBRIDGE MUNSEE TRIBAL CETA PROGRAM

(X) Basic Skills Assessment and
(X) Vocational Assessment provided as needed by local schools and NWTI
(X) Other, Health and Safety Informative Programs

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LOCAL MANAGEMENT FORUM
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SERVICES PROVIDED BY A SPECIFIC PROJECT OR GRANT DIRECTED TO OUT-OF-SCHOOL UNEMPLOYED YOUTH 16-21 WITH IDENTIFIED BARRIERS TO EMPLOYMENT

AGENCY / SERVICES	RECRUITMENT	INTAKE	REFERRAL	VOCATIONAL ASSESSMENT	VOCATIONAL SKILLS TRAINING	JOB PLACEMENT	PERSONAL COUNSELING	VOCATIONAL COUNSELING	EMPLOYABILITY DEVELOPMENT PLANS	PARTICIPANT TRACKING	FOLLOW-UP	JOB SEEKING JOB KEEPING SKILLS	OTHER
COOPERATIVE EDUCATIONAL SERVICE AGENCY 3	X	X	X				X			X	X		
COOPERATIVE EDUCATIONAL SERVICE AGENCY 9	X	X	X				X			X	X		
FARMERS UNION CETA PROGRAMS	X	X	X	(X)	X	X	X	X	X	X	X		
JOB SERVICE WISCONSIN			X	(X)		X	X	X	X	X		X	
MENOMINEE INDIAN TRIBE OF WISCONSIN CETA MANPOWER	X	X	X	(X)		X	X	X	X	X	X	X	X
NORTH CENTRAL TECHNICAL INSTITUTE	X	X	X	(X)	X	X	X	X	X	X	(X)	X	
NORTHEAST WISCONSIN COMMUNITY ACTION PROGRAM	X	X	X	(X)	(X)	X	X	X	X	X	X	X	
NORTHEAST WISCONSIN TECHNICAL INSTITUTE	X	X	X	(X)	X	X	X	X	X	? X	X	X	X
ONEIDA TRIBE CETA PROGRAM		X	X	(X)		X	X	X	X	X		X	
WISCONSIN PRIVATE SECTOR INITIATIVES PROGRAM	X	X	X	(X)	(X)	X	X	X	X	X	X	X	
SKILLED TRADES IMPROVEMENT PROGRAM	X	X	X	(X)	X	X	X	X	X	X	(X)	(X)	

Comments on Reverse Side

COMMENTS (Services provided by a specific project or grant directed to out-of-school unemployed youth 16 - 21 with identified barriers to employment)

COOPERATIVE EDUCATIONAL SERVICES AGENCY 3

Project Child Find

COOPERATIVE EDUCATIONAL SERVICE AGENCY 9

Project Child Find

FARMERS UNION CETA PROGRAMS

On-the-Job Training
Basic Skills Improvement Project
Create High School Vocational/Basic Skills Project
(X) Vocational Assessment by Interview

JOB SERVICE WISCONSIN

Services are offered to target groups such as Veterans, Refugee, etc. A new program will be targeted to High School graduates not going on to college.
(X) Assessment both - interview and written

MENOMINEE INDIAN TRIBE CETA MANPOWER PROGRAM

Youth Employment and Training Program
Summer Youth Employment Program
Youth Services Program
(X) Assessment both interview and written
(X) Other, special service to youth with delinquent behavior

NORTH CENTRAL TECHNICAL INSTITUTE

Pre-Voc and Class Size Projects
(X) Assessment both interview and written (CETA eligible youth not charged for assessment)
(X) Follow up by survey of graduates plus the required CETA follow up
(X) Work evaluation center, Comprehensive GED

NORTHEAST WISCONSIN COMMUNITY ACTION PROGRAM

Adult Work Experience (Large number of youth involved)
(X) Assessment interview and written
(X) Refer to tech schools

NORTHEAST WISCONSIN TECHNICAL INSTITUTE

(X) Assessment interview and written
(X) CETA required participant tracking and follow-up
(X) Other, Pre Voc. Basic Skills Training
(X) Other, Vocational Information Service
(X) Other, Basic Skills Assessment Grants

ONEIDA TRIBE CETA PROGRAM

(X) Vocational assessment referred

WISCONSIN PRIVATE SECTOR INITIATIVES PROGRAM

(X) Vocational assessment-interview
(X) Vocational skills training referred to tech. schools or on site

SKILLED TRADES IMPROVEMENT PROGRAM

(X) Vocational Assessment Data Entry Program - typing test
Non Traditional Employment - Continous assessment by instructors

LOCAL MANAGEMENT FORUM

Attachment Eleven

Lake Michigan District

SURVEY RESULTS

TASK FORCE MEETING July 29, 1982

The following information is from a survey of local employers conducted by Mike Zenko of the Green Bay Basic Skills Improvement Project.

While this survey was not specifically designed to meet Forum needs, of identifying core competencies or skills needed for employment and their corresponding levels or benchmarks, it is useful in indicating employment skills and establishing notable trends.

Of the 180 respondents 165 employers indicated skills needed for employment

Of the 180 respondents 86 indicated the skills most lacking in applicants and young employees

The following categories of employers responded:

Food Industry	14	Service	20	Construction	7
Manafacturer	22	Paper Industry	4	Engineering	4
Retail	85	Trucking	4	Wholesale	6
Machine shop	8	Medical	3	Computer	3

SKILLS NOTED MOST FREQUENTLY (in ranking order)

Affective

1. Uses appropriate language and interpersonal skills (courteous/ personality)
2. Displays motivation and interest in work
3. Cooperates with teachers/supervisors and peers/co-workers
4. Reliable in attendance and punctuality
5. Maintains clean and neat appearance
6. Shows good judgement and problem solving skills
7. Performs work with accuracy

Cognitive or General

1. General number use (Add/Subtract, Multiply/Divide, Count)
2. Verbal communication
3. Reading (level,rate)
4. Mechanical
5. Spelling
6. Written communication
7. Physical strength
8. Comprehends and can follow instructions (listening)

Attachment Twelve

SKILLS MOST LACKING

8 APPEARANCE: Food Ind. (1) Retail (5) Manufacturer (1) Wholesale (1)

5 ATTENDANCE: Food Service (1) Manufacturer (1) Retail (3)

7 ATTITUDE: Food Service (1) Retail (3) Machine Shop (2) Service (1)

23 BASIC ED: Food Service (6) Manufacturer (1) Retail (13) Machine Shop (3) Service (2) Trucking (1) Construction (1) Wholesale (1) Computers (1)

1 BUSINESS MACHINE KNOWLEDGE: Food Service (1)

12 COMMON SENSE: Food Service (2) Manufacturer (1) Retail (6) Service (1) Medical (1) Wholesale (1)

15 COMMUNICATION & TELEPHONE: Food Service (2) Retail (8) Service (2) Manufacturer (1) Paper (1) Engineering (1)

7 EXPERIENCE: Food Service (1) Manufacturer (1) Retail (4) Paper (1)

13 LANGUAGE: Food Service (3) Retail (8) Service (2)

3 LISTENING: Food Service (1) Retail (1) Paper (1)

1 PHYSICAL: Food Service (1)

6 SERVICE: Food Service (1) Retail (3) Service (1) Engineering (1)

7 UNDERSTANDING DIRECTIONS: Food Service (1) Retail (2) Manufacturer (1) Service (1) Paper (1) Engineering (1)

1. Basic Ed.
2. Language (grammar/swearing)
3. Communication & telephone
4. Common Sense
5. Appearance

Attachment Thirteen

AFFECTIVE SKILLS

Work Attitude Skills

Reliable in attendance and punctuality Food Ind. 1 Retail 2 Service 2 — 5

Cooperates with teachers/supervisors and peers/co-wkrs Food Ind. 1 Retail 4 Wholesale 2 — 7

Uses appropriate language and interpersonal communicationskills Retail 2 — 15

Courteous Retail 1, Food Ind. 1 Personality Retail 9 Service ~~1~~ Service 1

Maintains clean and neat appearance (appropriate to setting) Retail 5 — 5

Displays honesty Retail 1, Medical 1, Wholesale 1 — 3

Displays motivation and interest in work Food Ind 3, Retail 3, Mach. shop 1 Service 2 — 8

Able to adapt to changes in work envoronment and routine Service 1 — 1

Will seek assistance when needed Retail 1 — 1

Shows respect for tools and equipment Service 1, Engineering 1 — 2

Accepts correnctions and criticisms

Work Performance Skills

Follows instructions, procedures Construction 1 — 1

Abides by safety reles and procedures Retail 1 — 1

Remembers procedures, locations without reminding Serivce 1 — 1

Works independently Service 1 — 1

Performs work with accuracy Retail 2, Service 2 — 4

Assumes responsibility Retail 1, Service 1, Wholesale 1 — 3

Shows good judgement and problem solving skills Food Ind. 1, Manfu. 1, Paper 1, Computer 1 — 4

Completes assignments on schedule

Able to organize work tasks

Able to stay on task without becoming easily distracted

Work Tolerance Skills

Performs will under stress Construction 1 — 1

Shows normal physical strength and stamina Retail 2 — 2

Willing to do same job repeatedly

Able to concentrate for normal work periods

Performs consistently in normal work periods

Attachment Fourteen

COGNITIVE SKILLS

Quantitive/Material

Count-Food Ind 2, Manfu. 1, Retail 6, Service 1, Wholesale 2 — 12

Read numbers and Record-Food Ind.1, Wholesale 1 — 2

Add/Subtract Food Ind. 3, Manfu. 6, Retail 11, Mach shop 1, Service 1, Paper Ind. 1, Wholesale 1 — 24

Multiply/Divide-Food Ind. 2, Manfu. 2, Retail 11, Wholesale 2 — 17

General Number Use-Food Ind 4, Manfu. 6, Retail 19, Mach shop5 , Service 1, Paper 3, Wholesale 3 — 41

Familiar with monetary values Retail 1 — 1

Verbal Skills

Reading Level Food Ind. 1, Manfu 5, Retail 17, Service 3,Engineering 1 Wholesale 1 — 28

Reading Rate Manfu 2, Retail 2 — 4

Spell commonly used words Food Ind. 1, Manfu 1, Retail 9, Service 4, Paper 2 — 17

Verbal communication Food Ind 1, Manfu 5, Retail 19, Service 5, Paper 2, Wholesale 1 — 33

Witten communication Food Ind. 1, Manfu 4, Retail 7, Service 1, Paper 2, Engineering 1, Wholesale 1 — 17

Comprehends and can follow verbal and/or written instructions Manfu 1 , Retail 3, Paper 1 — 5

Record information

Perceptual Skills

Auditory discrimination Manfu 1, Paper 1 — 2

Form perception Retail 3 — 3

Space perception Retail 2, Engineering 1 — 3

Color perception Retail 3, Construction 1 — 4

Touch discrimination Retail 1, Construction 1 — 2

Language Skills

Listening Manfu 1, Retail 2 — 3

Gramatical expression Service 1 — 1

Nonverbal expression

Psychomotor/Physical Skills

Physical strength Food Ind. 1, Retail 3, Trucking 1, Construction 1 — 6

Hand-eye coordination Food Ind 1, Retail 1, Trucking 1 — 3

Manual dexterity Retail 3 — 3

Mobility
Equilibrium/balance

Other categories frequently indicated

Mechanical Manfu 7, Retail 4, Mach shop 1, Service 5, Trucking 2, Construction 1, Engineering 2, — 22

Technical (comments)

typing
office skills, key punch (5)
fashion sense
driving
delivery
electrical skills
computer
carpentry
sewing
sales
business sense

SKILLS NEEDED FOR EMPLOYMENT	Do you assess this skill? (Circle One)			How do you assess this skill? A. Application Form B. Interview C. Pre-employment Test D. Performance Evaluation E. Other (Please Specify) F. All the above	If known, what level of skill is required? (i.e. 6th grade reading level or specify what reliable attendance means to you)	Is skill needed prior to employment? (Circle One)		If yes where does individual learn the skill? A. School B. At Home C. Prior Employment D. Other (Please Specify) E. All the above	As an employer, are you willing to train for this skill? (Circle One)		Other information that might be helpful to the LMF?
COGNITIVE SKILLS											
1. General number use (add/subtract, multiply/divide, count, make change and work with money, measurement use)	yes	no	N/A			yes	no		yes	no	
2. Verbal communication	yes	no	N/A			yes	no		yes	no	
A. Appropriate language	yes	no	N/A			yes	no		yes	no	
B. Grammar	yes	no	N/A			yes	no		yes	no	
3. Listening	yes	no	N/A			yes	no		yes	no	
4. Reading	yes	no	N/A			yes	no		yes	no	
A. Following written instructions	yes	no	N/A			yes	no		yes	no	
B. Appropriate rate for material	yes	no	N/A			yes	no		yes	no	
5. Writing skills	yes	no	N/A			yes	no		yes	no	
A. Correctly completing a job application form	yes	no	N/A			yes	no		yes	no	
B. Proper use of grammar	yes	no	N/A			yes	no		yes	no	
C. Complete sentences when necessary	yes	no	N/A			yes	no		yes	no	
6. Legible hand writing	yes	no	N/A			yes	no		yes	no	
7. Accurate spelling	yes	no	N/A			yes	no		yes	no	
OTHER SKILLS											
1. Mechanical reasoning	yes	no	N/A			yes	no		yes	no	
2. Physical strength	yes	no	N/A			yes	no		yes	no	
A. Stamina (sitting, standing)	yes	no	N/A			yes	no		yes	no	
B. Lifting	yes	no	N/A			yes	no		yes	no	
C. Balance	yes	no	N/A			yes	no		yes	no	
D. Dexterity	yes	no	N/A			yes	no		yes	no	
E. Coordination	yes	no	N/A			yes	no		yes	no	

SKILLS NEEDED FOR EMPLOYMENT	Do you assess this skill? (Circle One)			How do you assess this skill? A. Application Form B. Interview C. Pre-employment Test D. Performance Evaluation E. Other (Please Specify) F. All the above	If known, what level of skill is required? (i.e. 6th grade reading level or specify what reliable attendance means to you)	Is skill needed prior to employment? (Circle One)		If yes where does individual learn the skill? A. School B. At Home C. Prior Employment D. Other (Please Specify) E. All the above	As an employer, are you willing to train for this skill? (Circle One)		Other information that might be helpful to the LMF?
AFFECTIVE SKILLS											
1. Displays motivation and interest in work	yes	no	N/A			yes	no		yes	no	
2. Cooperates with supervisors and co-workers	yes	no	N/A			yes	no		yes	no	
A. Accepts corrections and criticisms	yes	no	N/A			yes	no		yes	no	
B. Able to accept authority	yes	no	N/A			yes	no		yes	no	
3. Reliable in attendance	yes	no	N/A			yes	no		yes	no	
4. Reliable in punctuality	yes	no	N/A			yes	no		yes	no	
5. Maintains clean and neat appearance	yes	no	N/A			yes	no		yes	no	
6. Shows good judgment and problem solving skills	yes	no	N/A			yes	no		yes	no	
A. Able to work independently without constant supervision	yes	no	N/A			yes	no		yes	no	
B. Shows respect for tools and equipment	yes	no	N/A			yes	no		yes	no	
C. Abides by safety rules and procedures	yes	no	N/A			yes	no		yes	no	
D. Able to organize tasks	yes	no	N/A			yes	no		yes	no	
E. Able to stay on task without becoming easily distracted	yes	no	N/A			yes	no		yes	no	
F. Assumes responsibilities	yes	no	N/A			yes	no		yes	no	
7. Performs work accurately	yes	no	N/A			yes	no		yes	no	
A. Quality	yes	no	N/A			yes	no		yes	no	
B. Production	yes	no	N/A			yes	no		yes	no	
C. Speed	yes	no	N/A			yes	no		yes	no	

Attachment Sixteen

STUDENT REFERRAL
TO THE WISCONSIN YOUTH INITIATIVE PROJECT

THE FOLLOWING LIST ARE INDICATORS OF PROBLEM AREAS A YOUTH MAY BE EXPERIENCING WHICH CAN RESULT IN POOR SCHOOL PERFORMANCE. THERE IS NOW A PROGRAM AVAILABLE THROUGH THE WISCONSIN YOUTH INITIATIVE (W.Y.I.) TO ASSIST THESE YOUTH IN COMPLETING THEIR EDUCATION. IF YOU BELIEVE YOU HAVE A STUDENT IN YOUR CLASS WHO IS IN JEOPARDY OF FALLING BEHIND IN CREDITS OR MAY BE DROPOUT PRONE, PLEASE COMPLETE THIS REFERRAL FORM AND SUBMIT IT TO:

_____

REFERRED STUDENT'S NAME _____ DATE: _____

THIS STUDENT HAS EXHIBITED THE FOLLOWING: CHECK THOSE WHICH APPLY:

1) POOR OR ERRATIC ATTENDANCE RECORD _____
2) REPEATED TENDENCY TOWARDS TARDINESS _____
3) EXCESSIVE DISRUPTIVE BEHAVIOR IN THE CLASSROOM _____
4) LOW ACHIEVEMENT IN DAILY CLASS ACTIVITIES _____
5) POOR OR FAILING SCORES ON TESTS _____
6) LATE OR MISSING HANDING IN ASSIGNMENTS _____
7) INABILITY TO RELATE TO PEER GROUP _____
8) INABILITY TO RELATE TO AUTHORITY FIGURES _____
9) LOW SELF-ESTEEM _____
10) POOR SPEECH PATTERNS OR INABILITY TO USE LANGUAGE EFFECTIVELY _____
11) INABILITY TO CONSTRUCT PROPER SENTENCES/POOR SPELLING ABILITY _____
12) POSSIBLE DRUG OR ALCOHOL PROBLEM _____
13) POOR COMMUNICATION BETWEEN HOME AND SCHOOL _____
14) TALKS ABOUT QUITTING SCHOOL _____
15) ADDITIONAL COMMENTS: _____

WOULD YOU BE WILLING TO MEET WITH ME TO FURTHER DISCUSS THIS STUDENT? _____

_____
TEACHER/GUIDANCE SIGNATURE (OPTIONAL)

Attachment Seventeen

GENERAL CONSIDERATIONS IN PLANNING AN INSERVICE MEETING

Mechanics

A well-conducted and smoothly run training session contributes to the effectiveness and success of the training. Careful attention to details in preparing for the session will insure a smooth delivery. The following outline presents considerations and details which are important in planning an inservice training session.

When

Since there are numerous details that must be taken care of, adequate time must be allowed for planning. Four to six weeks is suggested as the minimum time needed for preparation.

To choose a suitable date, the trainer needs to:

- Select a few alternate dates.
- Learn which of the dates are best for a majority of participants. (It is seldom possible to find one date that is convenient for every person who wishes to attend.) It is advisable to discuss tentative dates with administrators. This helps promote a better relationship and cooperation.
- Learn if rooms are available at the chosen time.

Where

The first consideration is to locate a convenient meeting place that is easy to reach. The participant's decision to attend may be based on the convenience of getting to and from the training site. The trainer must be sure that the site is accessible to handicapped speakers or participants.

In scheduling a meeting room, specific arrangements need to be made:

- An appropriate size
- Correct number of tables and chairs
- Suitability of rooms for audio-visual presentation (Do windows have adequate shades or covering to darken the room?)
- Arrangement of the tables and/or chairs (classroom, conference, theater or hollow square style). The conference or hollow square style is most desirable and most conducive to discussions.
- Arrangements for small group activities if needed
- A lectern or podium
- Pitchers of ice water and glasses on the tables

Other Considerations are Listed Below

- A well lit room that is adequately heated and ventilated is important. Acoustics should also be checked.
- Check for ample parking and adequate restrooms.
- Find out if special keys will be needed for evening sessions.
- Reasonable eating accommodations should be available.
- If the training sessions are to be held out of town it will be necessary to work with a hotel to schedule adequate meeting rooms and a sufficient number of sleeping rooms, both single and double occupancy. Also be sure that there is adequate food service available. Special room rates are often available.

Invitation

Contact the participants early enough. Be aware that participants may need to adhere to certain time requirements for release from their normal work schedule.

The invitation should include:

- goals and descriptions of training session
- place (complete address including city and state)
- time (beginning and ending times)
- date(s)
- name of group presenting the training session (including address and phone)
- request for a "will or will not attend" response. Include a deadline date for this response.
- additional information such as "Bring the following materials..." or "Please specify any special accommodations you may need".

Keep careful count of all who are attending. Follow up when necessary.

Additional Information

- Provide name tags for everyone at the training session.
- Refreshments, particularly coffee and tea, are appreciated by the participants and contribute to a successful training session.
- It is advisable to schedule breaks after 1 1/2 to 2 hours of training. Participants appreciate the availability of refreshments during breaks.

Following the above suggestions will not guarantee that you will conduct a successful conference, but will increase your confidence and peace of mind.

The following list, taken from Bakeman (1972), will help minimize problems and eliminate potential frustration and embarrassment:

- spare lamps for all projectors
- extra lenses (or zoom lenses) if you'll be using different size rooms
- lens cleaning tissue
- masking tape (at least one inch wide)
- AC extension cord with at least two connections (you might need more)
- adapter plug for grounded AC plugs
- film and tape take-up reels
- slides already in trays and checked to make sure they are in properly
- any cords needed to connect equipment
- enough copies of handout materials for everyone in the class

Preparing the Agenda

To increase the effectiveness of the workshop, it is useful to survey the participants regarding their needs and areas of expertise. Such a pre-working survey aids in planning activities to meet the specific needs of participants.

Once survey information has been gathered, an agenda can be prepared. Consideration should be given both to meeting the organization's needs and allowing for the individual differences among participants. Careful planning can make it possible to accommodate the varied levels of experience and the varied areas of interest among persons attending the workshop. In some instances it may be useful to group participants for peer teaching activities. For example, a special education and a vocational education teacher who are both interested in helping learning disabled students succeed in vocational education programs, may wish to work together to plan modifications.

In preparing an agenda, it is useful to plan for specific units of time. It is also important to select those audio-visual materials and equipment which will best meet the stated needs of participants. Be sure to schedule, well in advance, items such as film, video tapes, projectors, screens, televisions, blackboard and chalk. Before the training session begins be sure that all handouts, worksheets, paper and pencils plus other materials that will be used during the sessions are on hand.

EVALUATION

The purpose of evaluation is to provide information upon which future plans can be based. Different kinds of evaluation should be

performed by the various parties involved in the inservice effort. The trainer, the participants and the organization's administration will each have a different view point from which to evaluate the inservice program.

The trainer or workshop leader may wish to use the chart attached with this handout to assess his or her effectiveness after each session. Participants should be asked to provide feedback on the effectiveness and appropriateness of the workshop. Its format, length, materials, organization and delivery should be considered.

In addition to evaluating the workshop itself, assessment of the long-term effects of the inservice program may be desirable. The organization's administration may want to determine whether participant's attitudes or behaviors were affected by the workshop. A follow-up survey or a comparison of behaviors before and after the workshop could be developed. Any such evaluation should be based on the goals and needs of the organization, and should be considered while planning the inservice program.

From: Tindall, et. al. Puzzled about educating special needs students? User's Guide for the Handbook on Modifying Vocational Curricula for Handicapped Students. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1980. Excerpted from Chapter 1, "General Considerations in Planning an Inservice Meeting".

Attachment Eighteen

PROGRAM EVALUATION PLANNING WORKSHEET

This worksheet is designed to aid a multiagency evaluation team in sorting through some of the basic steps in planning a research project. The planning tasks suggested are not all inclusive and should be expanded as needed for a particular project.

1. Goals of the program to be evaluated (specify by agency if appropriate):

   _____

   _____

   _____

2. List the timetable for completing each of the following activities of the planned research projects:

	Starting Date	Finishing Date
a. Designing the Study	_____	_____
b. Data Collection	_____	_____
c. Data Analysis	_____	_____
d. Completed Report	_____	_____
e. Action on the Results	_____	_____

3. List the specific roles of each team member in activities (a) through (f) below:

	Name and Agency			
a. Designing the Study	_____	_____	_____	_____
b. Data Collection	_____	_____	_____	_____
c. Data Analysis/Interpretation	_____	_____	_____	_____
d. Writing the Report	_____	_____	_____	_____
e. Reporting the Results	_____	_____	_____	_____
f. Acting on the Results	_____	_____	_____	_____

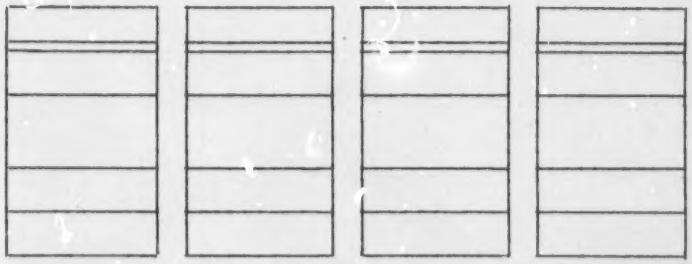
4. Identify the sources of available data for the study:

Location(s)	
_____	a. Manual Student/Client Records
_____	b. Other Manual Records
_____	c. Computerized Student/Client Data
_____	d. Computerized Agency Data
_____	e. Manual Agency Data
_____	f. Machine Readable Data Available
_____	g. _____
_____	h. _____

Figure Twenty (contd.)

5. Outline the data collection methods to be used:
   Population & Agency from which data will be collected:

   a. Surveying a sample
   b. Obtaining data from manual records
   c. Obtaining data from MIS
   d. Other _____



6. Statistical Analysis used in the study:

   _____ a. Correlation analysis
   _____ b. Test of significance
   _____ c. Frequency and percentage
   _____ d. Other _____

7. Methods of Dissemination:

		presented by	presented to
_____	a. Highlights or abstract	_____	_____
_____	b. Report to Certain Personnel only	_____	_____
_____	c. Formal Report	_____	_____
_____	d. State or national publication	_____	_____
_____	e. News release	_____	_____
_____	f. Other _____	_____	_____

8. What are the possible implications of the evaluation for service delivery?

   a. _____
   b. _____
   c. _____

9. What are the plans for implementing the possible recommendations which may be indicated by the results of this research project.

   a. _____
   b. _____
   c. _____

10. Additional Notes and Comments:

_____

_____

_____

Adapted from the Research Project Planning Worksheet (Author and date unknown).

References

Abbas, E.K., and Sitlington, P.L. (Eds.). Issues in the preparing for vocational programming of special needs students: Synopsis of selected materials. Urbana, Illinois: University of Illinois, 1976.

Baumheier, E.C., Welch, H.H., and Mohr, J. Cooperative arrangements and interagency linkages in vocational rehabilitation. Denver, Colorado: Regional Rehabilitation Research Institute, Center for Social Research and Development, University of Denver, 1978.

Dahl, P, et. al. Mainstreaming guidebook for vocational educators teaching the handicapped. Salt Lake City, Utah: Olympus Publishing Company, 1978.

Ferrini, P., Matthews, B., Foster, J., and Workman, J. The interdependent community: Collaborative planning for handicapped youth. Cambridge, Massachusetts: Technical Education Research Centers, 1980.

Gemmill, P. Diagnostic assessment of disadvantaged vocational learners. College Park, Maryland: University of Maryland, Department of Industrial Education, 1979.

Gugerty, J., and Crowley, C. Vocational assessment. In Puzzled about educating special needs students? A handbook on modifying vocational curricula for handicapped students. Madison, Wisconsin: Vocational Studies Center, 1980.

Gugerty, J., and Getzel, E. Evaluation of interagency collaboration. Exceptional Education Quarterly. Austin, Texas: PRO-ED, 3(3), 1982, 25-32.

Peterson, M., and Hill, P. Vocational assessment of students with special needs: An implementation manual. Commerce, Texas: Occupational Curriculum Lab, East Texas State University, 1982.

Priestley, M. Performance assessment in education and training: Alternative techniques. Englewood Cliffs, New Jersey: Educational Technology Publications, 1982.

Schilit, H., and Lacey, R. The private sector youth connection, volume 1: School to work. New York: Vocational Foundation, Inc., 1982.

Section Four

Annotated Bibliography

The resources listed in this section are a compilation of selected materials available to the reader who seeks further information on vocational assessment. The materials cover such areas as suggested instruments and techniques to use in diagnostic and comprehensive assessment, how to select an instrument, and general issues related to the field of vocational assessment. Information pertinent for determining competencies necessary for employment is also included. Additionally, several studies are mentioned which describe possible approaches for developing a coordinated assessment process in the service delivery system.

The bibliography listings are in alphabetical order by author, followed by a short summary. The materials in this section can be useful to administrators, teachers, counselors, assessors and professionals in employment and training programs in their efforts to meet the vocational and career planning needs of individuals they serve.

Backer, T.E. Client assessment: A manual for employment and training agencies. Los Angeles, California: Edward Glaser and Associates, 1979.

This volume provides information employment and training agencies can use in 1) developing and operating client assessment programs; and 2) identifying, adapting or developing special assessment techniques for severely disadvantaged clients. In the manual, basic concepts of client assessment are presented, followed by strategies for assessment program development (including how to retrieve needed information), and finally information on a range of specific assessment techniques. (Abstract)

Batsche, K., and Zaorski, M. Competency based reporting: A programmed learning manual for use by vocational teachers.

This manual describes the process used to develop the Competency Based Reporting System. The system provides two purposes: 1) the development of competency lists for vocational programs to assist instructors in obtaining a working knowledge of the skills taught; and 2) a listing of competencies which assist employers in judging a student's level of knowledge and skills. The contents of the manual contain such information as pre-employment competency list, mathematics skills competency list and a sample of competencies needed in a specific occupational area.

Botterbusch, K. A comparison of seven vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

This publication compares the TOWER system, Philadelphia JEVS Work Sample Battery, Singer Vocational Evaluation System, Talent Assessment Programs, Wide Range Employment Sample Test, McCarron-Dial Evaluation System, and the VALPAR Component work sample series. Comparison points include information about the developer, organization of the system, process followed, administration procedures, scoring and norms, client observation, reporting, purposes, training required, and technical considerations.

Botterbusch, K. A comparison of four vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

This publication compares the COATS, Hester, Micro-TOWER and VIEWS vocational evaluation systems. Comparison points include information about the developer, organization of the system, process followed, administration procedures, scoring and norms, client observation, reporting, purposes, training required, and technical considerations.

Cooney, J. Linking math, reading and writing skills to jobs. San Mateo County, California: CETA Prime Sponsor Office, 1981.

The manual describes a process developed by San Mateo County CETA to identify the basic skills required for entry into training programs in their local area. Once the skills are identified, an individualized instruction plan is developed to help a client achieve the skills needed for entry into a program he or she has selected. The basic skills classes are specifically directed at the skills which need remediation, helping to make the material covered in the class more relevant to the client. The individualized instructional approach allows each client to move at his or her own pace.

Flad, H. Assessment and exploration program. South Natick, Massachusetts: Memorial School, 1979.

This manual describes a two year program for junior high school age students. The first year offers exploratory experiences using a variety of vocational awareness activities and simulated job sample kits (Project Discovery). The second year of the program involves vocational assessment with the specific objective of helping students set personal vocational goals. A program outline and description of responsibilities of the professional staff involved in the program are included.

Gemmill, P. Characteristics of disadvantaged learners. College Park, Maryland: University of Maryland, Department of Industrial Education, 1979.

This booklet is one of a series designed to assist vocational educators with disadvantaged learners. The series was designed to develop competencies needed by vocational teachers working with disadvantaged learners. This specific booklet is a learning activity package to assist vocational educators in defining the term "disadvantaged learner", identify the characteristics of disadvantaged learners, and facilitate the identification of disadvantages and strengths of a selected disadvantaged student.

Gemmill, P. Diagnostic assessment of disadvantaged vocational learners. College Park, Maryland: University of Maryland, Department of Industrial Education, 1979.

This booklet is one of a series designed to assist vocational educators with disadvantaged learners. The series was designed to develop competencies needed by vocational teachers working with disadvantaged learners. This specific booklet is a learning activity package which describes the types, assumptions, benefits and cautions of diagnostic tests, describes the role of the vocational teacher in administering vocational tests and assists the collection of diagnostic information about the disadvantaged learner.

Grisafe, J.P. Vocational assessment handbook. Los Angeles, California: Office of Riverside County Superintendent of Schools, 1983.

The information provided within this document is intended to give an introduction to the use of vocational assessment instruments and an overview of a number of vocational assessment instruments. The document is intended to give the user a quick reference to many of the popular assessment instruments in use. Additionally, information is provided on instrument venders with the corresponding assessments they supply.

Iowa Department of Public Instruction. Vocational assessment systems: Application in programs serving special needs populations. Des Moines, Iowa: Iowa Department of Public Instruction, 1973.

In 1973, The Iowa Department of Public Instruction sponsored a workshop which addressed issues surrounding the use of vocational assessment systems in programs which serve special needs populations. The document contains summaries of presentations which cover not only general topics such as "Vocational Assessment: What Can Be Gained From It" and "Assessment Systems in Career Development Programs" but also presentations on individual assessment tools such as the Singer Graflex system, the JEVS system, the TOWER, the Wide Range Employment Sample Test, and the Talent Assessment Tests.

Johnson, M.T., Ho, C., Shellberg, K., and Perez Gomez, J.M. Bridges to employment: Practices for job development, placement, and follow-through of unemployed youth for vocational education and manpower training - Book two. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1980.

This manual was designed to accommodate the different levels of understanding and information needs of local administrators, teachers and counselors in developing guidelines and strategies for working with the disadvantaged. The manual lists verified vocational education activities that relate to job development, job placement, and job follow-up/follow-through services. The activities incorporate information on employability skill development, occupations and labor market, job search training, student needs assessment, and student development. An annotated bibliography is also included for further reading.

Kapes, J.T., and Mastie, M.M. (Eds.) A counselor's guide to vocational guidance instruments. Falls Church, Virginia: The National Vocational Guidance Association, 1982.

This guide lists forty individual test entries describing such general information as the target population, the amount of time to administer it, how to score the test and the norm group(s) on which scores are based. After the general test description

is given, a brief critical review of the instrument's strengths and weaknesses by professional(s) of acknowledged expertise is provided. Users will also find a compilation of brief descriptions of over seventy tests and inventories and a bibliography of a number of the best current reference sources in the area of testing should readers find themselves with areas of weakness which need strengthening.

Kaufman, B.D., and Griffin, M. Development and use of assessment instrumentation to reduce barriers to employment: Final report. Madison, Wisconsin: Wisconsin Department of Public Instruction, 1979.

This report describes a study done by the Department of Public Instruction under a grant with the Governor's Employment and Training Office. The study collected data through questionnaires to employers for the purpose of obtaining information on the basic academic skills, basic life skills and personal and job-related behaviors which were necessary for obtaining and maintaining employment. Additionally, data were collected on the degree to which each of the skill areas was measured in the hiring process. Results of the questionnaires are listed in several tables to give the reader a detail picture of the responses made by employers representing various sectors of the business community.

Kazanas, H.C. Affective work competencies for vocational education. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1978.

This manual discusses a study conducted to determine what affective competencies were believed to be important by members of both the educational and employment sectors. A synthesis of the results was done, with the study identifying sixty-three unique affective work competencies. The study reached several interesting conclusions. Two examples of the study's conclusions are: 1) There was a lack of continuity between educational institutions and employing organizations; consequently, some of the affective work competencies identified by educators have been inconsistent with what industry wanted or needed; and 2) The inability of researchers to identify and objectively measure affective competencies was found in both industry and education. This second conclusion of the study appears to indicate a need for the development of reliable, valid, and objective measuring instruments. Recommendations and guidelines for an affective work competencies inventory are provided. (Abstract)

Mehrens, W.A., and Lehmann, I.J. Standardized tests in education. New York: Holt, Rinehart and Winston, 1980.

The authors provide information for classroom teachers, counselors and school administrators on how to select, administer and use standardized tests correctly.

Nadolsky, J.M. Vocational evaluation in the public schools: Implications for future practice. Journal for Vocational Special Needs Education, 1981, 3 (3), 5-9.

This article discusses the role of vocational evaluation in the public schools. The author points out that vocational evaluation enables students to learn about themselves in relation to the art of working. The advantages for having a vocational evaluation in the schools for curriculum design and for establishing future training goals is outlined.

Peterson, M., and Hill, P. Vocational assessment of students with special needs: An implementation manual. Commerce, Texas: Occupational Curriculum Lab, East Texas State University, 1982.

This manual is designed to be used as a resource by professionals when developing and implementing a vocational assessment program. A description of the three levels of assessment is included as a model for organizing a vocational assessment process. Information about various assessment instruments and their use is also described. The manual can be helpful to administrators, teachers, counselors and assessors.

Peterson, M., and Housley, W. Entry skills needed for special needs students in vocational programs. The Vocational Guidance Quarterly, 1982, 31 (2), 149-153.

The article describes a process for gathering information on needed entry level skills for vocational programs and the teaching styles of the vocational instructors. A training analysis form is included to illustrate a format for collecting the information. Once the skills and teaching styles are identified, the authors suggest how the information can be used by professionals when working with special needs students. One area where the information can be incorporated is in the vocational assessment process. The authors state that vocational assessment specialists can determine specific information that is needed concerning a student. A more accurate vocational assessment can be provided by selecting the assessment techniques which will yield the necessary information.

Phelps, L.A. Instructional development for special needs learners: An inservice resource guide. Urbana-Champaign, Illinois: University of Illinois, Department of Vocational and Technical Education, 1977.

The resource guide contains information on how to develop a learner analysis profile. The skills are divided into several categories covering quantitative/numerical skills, verbal skills, cognitive skills, perceptual skills, language skills, psychomotor/physical skills and social skills. A form has been designed to allow an individual to indicate a student's strengths and needs with space provided to document the behaviors observed.

Posey, V. Arizona model for vocational assessment: A procedural guide. Tucson, Arizona: University of Arizona, College of Education, 1982.

This procedural guide presents a technique for organizing information about an individual for the purpose of vocational/career planning. It can be used as a basis for a system of data collection and reporting. The focus of the guide is on vocational assessment, providing methods to assist people make decisions concerning jobs and careers. The guide is divided into several sections. Examples of the areas covered are job awareness, work habits, skills and abilities, interests and daily living habits. Information is also provided on selected vocational assessment instruments and techniques.

Priestley, M. Performance assessment in education and training: Alternative techniques. Englewood Cliffs, New Jersey: Educational Technology Publications, 1982.

The author covers several aspects of the assessment process. Such topics as designing an assessment program, types of assessment techniques and program requirements are discussed. Specific chapter contents include test design, simulations, observational assessment and paper-and-pencil assessment. The book provides an overview of assessment and offers the reader a description of various techniques which can be used.

Schilit, H., and Lacey, R. The private sector youth connection, Volume 1: School to work, a planning manual for educators and business people. New York City: Vocational Foundation, Inc., 1982.

This manual provides information on models which were effective in preparing youth for employment through cooperative efforts by education and business. Programs were selected for innovative elements and for organizing and funding strategies that could prove instructive to others interested in planning public-private initiatives for education. The 55 programs profiled were highly rated by school administrators, teachers, students and employers.

Selz, N., Jones, J.S., and Ashley, W.L. Functional competencies for adapting to the world of work. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1980.

This study was conducted to investigate where competencies involved in obtaining, keeping, and changing jobs (occupational adaptability), and in performing basic consumer activities such as buying, selling, saving money, or managing personal income should be taught. The premise of the study was to find out if teaching such competencies was the responsibility of the home, the school or the work place. The objectives of the study were designed to establish a baseline set of data that could: 1) contribute to a better understanding of the roles and responsibilities of schools, as well as those of the

home and work place, in preparing individuals to be occupationally adaptable; and 2) provide guidance and direction in planning and developing educational curricula and programs intended to teach those competencies needed for the world of work.

Semmel, D.S., and Goh, S.R. Serving the special needs pupil in vocational education: Mainstreaming and program planning. Santa Barbara, California: University of California and Bloomington, Indiana: Indiana University, 1982.

Chapter Three of the manual provides readers with a comprehensive checklist for evaluating a student's job-relevant characteristics. Additionally, an assessment reference guide has been included with a chart that lists available assessment instruments to obtain data on a student in such areas as vocational interest, aptitude, vocational readiness, and vocational skills.

Taggert, R. A fisherman's guide: An assessment of training and remediation strategies. Kalamazoo, Michigan: The W.E. Upjohn Institute for Employment Research, 1981.

This manual is an extensive study and review of training and remediation strategies in the CETA system. The focus is on the need to reorient the ends and means of CETA through gradual realignment and development of new training activities and guidelines. A section of this study deals with assessment based on Taggert's conclusion that uniform, federally mandated competency assessment systems should be adapted to measure academic and vocational skill acquisition, to organize individualized, self-paced instruction, to judge the effectiveness of training institutions, and to certify competencies attained.

U.S. Department of Labor. Intake and assessment: CETA program models. Washington, D.C.: Employment and Training Administration, 1978.

The monograph is a summation of information on intake and assessment especially as it pertains to employment and training organizations. A literature review is provided relative to the assessment techniques available for use by employment and training programs. Readers are made aware of methods and models that may be employed to revise or develop intake and assessment activities, facilitate enrollee success and offer other program benefits not customarily associated with employment and training program components.

West Virginia Vocational Curriculum Laboratory. Competency based education curriculum for common competencies. Ripley, West Virginia: The Vocational Curriculum Laboratory, 1981.

The curriculum outlined in the manual was developed from competencies identified through research as common in vocational education. The material can be incorporated into existing vocational curriculums, used as an independent class, used as part of an instructional media center or used to fill in time gaps in the occupational laboratory. Examples of the units detailed in the manual are basic math skills, basic communication skills, occupational awareness, employment process skills and interpersonal skills.

Western Wisconsin Technical Institute. Guidelines for program planning at Western Wisconsin Technical Institute. LaCrosse, Wisconsin: Western Wisconsin Technical Institute, 1980.

This handbook was designed to assist counselors, advisors, instructors and students in obtaining practical information pertaining to performance and skill requisites for over 50 vocational and technical programs at Western Wisconsin Technical Institute. Entry level performance guidelines were specified in the cognitive, affective and psychomotor domains with descriptions of how this applies to course work. The handbook provides a means for more appropriate career counseling, realistic academic advising, and the opportunity to offer supportive assistance to students with special needs.

Winkfield, P.W., Stork-Whitson, K., and Ripple, G. Bridges to employment. Recruitment and counseling practices for disadvantaged, unemployed, out-of-school youth in vocational programs - Book one. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1980.

Chapter III of this manual deals with the assessment of disadvantaged, unemployed, out-of-school youth. One section answers such questions as what is done in a basic skills assessment, what type of tests are used, and when this assessment usually occurs in the service delivery system. Another section deals with the same series of questions, however its focus is on vocational aptitude and interest assessment.

Zytowski, D.G. Assessment in the counseling process for the 1980s. Measurement and Evaluation in Guidance, 15 (4), 15-21.

This article traces the historical relationship between counseling and testing. Such issues as the decline in the use of predictive validity, deformalization of assessment, the impact of the computer, new attention to testing ethics and developments in test interpretation are raised. The article concludes that assessment in its evolved form continues to be viable in counseling.

Section Five

Appendices

LOCAL MANAGEMENT FORUM
Lake Michigan District

Melinda Waggoner
Coordinator

1545 Sixth Street
Green Bay, Wisconsin 54304
Phone: (414) 499-7428

Appendix A

Cooperative Educational Service Agency #3
Cooperative Educational Service Agency #9
Curative Rehabilitation Workshop
Division of Community Services
Division of Employment and Training Services
Farmers Union CETA Programs
Green Bay Public Schools
Job Service Wisconsin
Menominee Indian Tribes of Wisconsin

North Central Technical Institute
Northeast Wisconsin Community Action Program
Northeast Wisconsin Skilled Trades Improvement Program
Northeast Wisconsin Technical Institute
Oconto School District
Oneida Tribe CETA Programs
Stockbridge-Munsee Tribal CETA Program
United Way of Brown County
Wisconsin Private Sector Initiatives Program

FORUM MEMBERS
(Effective January, 1983)

Ludwig Petersen
Secretary/Treasurer/Fiscal Agent
CESA #3
Corner of Lake and Main Streets
Gillette, Wisconsin 54142
855-2114

Edwin Olds
CESA #9
1927 Main Street
Green Bay, Wisconsin 54301
497-3755

Jules Bader
Divison of Community Services
Eastern Regional Office
P. O. Box 3730
Green Bay, Wisconsin 54303
497-4421

David Burke, John Birder
Elaine Gridley
Curative Workshop
2900 Curry Lane
P. O. Box 8027
Green Bay, Wisconsin 54308
468-1161

Jon Angeli, Bonnie Spencer
DILHR/Div. of Employ. & Training Services
Lake Michigan District
529 South Jefferson Street
Green Bay, Wisconsin 54301
497-4186 497-6061

Ed Woychik
Farmers Union CETA Programs
115½ West Spring Street
Chippewa Falls, Wisconsin 54729
(715) 723-6463

Henry Capetillo
Farmers Union CETA Programs
1545 Sixth Street
Green Bay, Wisconsin 54304
497-7428

Duane Schultz, Bill Franks
Governor's Employ. & Training Office
P. O. Box 7972
Madison, Wisconsin 53707
(608) 266-5370

William McIntyre, Jerry Whitehouse,
Sue Todey, Joanne Kleist-Vice Chairperson
Green Bay Area Schools
Administrative Offices
200 South Broadway
P. O. Box 1387
Green Bay, Wisconsin 54305
497-4325 497-3986

497-3984 497-6214

Don Huntley
Job Service Wisconsin
P. O. Box 1388
Green Bay, Wisconsin 54305
497-4125

Jerry Maloney
Labor Management Council
Green Bay Education Association
1966 August Street
Green Bay, Wisconsin 54302
468-4332

Dr. Russ Paulsen
North Central Technical Institute
1000 Schofield
Wausau, Wisconsin 54401
(715) 675-3331

Jack Paasch, John Moes
Northeast Wisconsin Community Action Programs, Inc.
1201 Main Street
Oconto, Wisconsin 54153
834-4621

Patty Gilson, Dave Wouters
Northeast Wisconsin Technical Institute
2720 West Mason Street
Green Bay, Wisconsin 54303
498-5617 498-5613

Jerome Sommer, Larry Elliot
Oconto School District
1717 Superior Ave.
Oconto, Wisconsin 54153
834-5585

Jane Kaster, Cindi Cope
Northeastern Wisconsin Skilled Trades Improvement Program
1002 South Fisk Street
Green Bay, Wisconsin 54304
499-0075

Tribal Forum Participants(Next Three)

William Knuth, Tribal Forum Rep.
Joan Delabreau
Menominee Indian Tribe of Wisconsin
CETA Manpower Offices
P. O. Box 397
Keshena, Wisconsin 54135
(715) 799-3875

Doug Miller, CETA Program Director
Stock-brige-Munsee Tribal Center
Bowler, Wisconsin 54116
(717) 793-4111

Ron Kelly, Acting Director
Jim White
Oneida Tribe CETA Programs
P. O. Box 365
Oneida, Wisconsin 54155
869-2752

Gordon Burr
Shawano County Courthouse
311 North Main Street
Shawano, Wisconsin 54116
(715)526-5994

Paul Maxwell
United Way of Brown County
123 Webster Avenue
Green Bay, Wisconsin 54301
432-3393

Elizabeth Evans Getzel
Vocational Studies Center
1025 West Johnson Street
Madison, Wisconsin 53706

Les Olson
WI Private Sector Initiatives Program Inc.
30 West Mifflin St. Room 210
Madison, Wisconsin 53707
(800) 362-5874

Ron Hayes
WI Private Sector Initiatives Program Inc.
400 South Washington Street
P. O. Box 969
Green Bay, Wisconsin 54305
432-8164 834-2701(Oconto)

The Green Bay Area
LOCAL MANAGEMENT FORUM
BY-LAWS

NAME:	Local Management Forum
ADDRESS:	1537 University Avenue Green Bay, Wisconsin 54302
EX OFFICIO:	Governor's Employment and Training Office
FORUM MEMBERS:	The institutional membership of the Local Management Forum for Northeastern Wisconsin are: Cooperative Educational Service Agency, No. 3, Gillett; Farmers Union CETA Programs, Green Bay; Lake Michigan District of the Division of Employment and Training Services, Green Bay; Green Bay Public School System; Tribal Forum; Northeast Wisconsin Technical Institute, Green Bay; Northeast Wisconsin Community Action Program; Cooperative Educational Service Agency, No. 9, Green Bay; Job Service, Green Bay; and the Wisconsin Private Sector Initiatives Program, Inc., Madison.
PURPOSE:	The Local Management Forum is a multi-planning and service agency in Northeastern Wisconsin. The Forum will improve the planning and service delivery system among agencies in Shawano, Menominee, Brown, and Oconto Counties to better meet the needs of disadvantaged youth, ages 14-21.
BOARD OF LOCAL MANAGEMENT FORUM:	The Local Management Forum agencies shall each have one voting member on the forum, appointed by the participating member organization as a representative.
ALTERNATES:	Each voting member of the Forum may have an alternate(s) appointed by the parent agency to substitute for the regular member.
OFFICERS:	The officers of the Local Management Forum shall consist of: Chairperson Vice-Chairperson Secretary/Treasurer/Fiscal Agent
ELECTION OF OFFICERS:	The officers are to be elected for the duration of the grant by the active members present at a regularly scheduled meeting, properly noticed.

NOTICE OF MEETINGS:	The Local Management Forum shall have regularly scheduled monthly meeting at a time and place agreed upon by the membership. At least 24 hour notice shall be given by letter or telephone to all members for convening a special meeting. The Local Management Forum Director will be charged with the responsibility of noticing all meetings. Special meetings may be called with the consent of the Chairperson.
MEETING PLACE AND TIME:	The Local Management Forum will meet in space provided by the Green Bay Public School System or in any other space decided by the Forum Chairperson and Director. The time of the regular meeting shall be established by the membership. Special meeting time shall be determined by the Chairperson and Director.
VOTING:	Each member agency of the Local Management Forum shall have one vote. The Chairperson cannot refuse to vote. The Director of the Local Management Forum shall not be a voting member of the board. The Governor's Employment and Training Office representative shall not have voting privileges.
DIRECTOR:	The Local Management Forum Director shall be appointed to the position by the Local Management Forum at either a regular or special meeting, called by the Chairperson, according to policy.
LMF LOCATION:	The Local Management Forum Director shall have offices at 1537 University Avenue, Green Bay, unless the Forum should determine otherwise.
ATTENDANCE AT MEETINGS:	Each participating agency is encouraged to have their voting Forum member or alternate(s) at each regularly scheduled meeting of the Forum. Failure to be present without prior notice to the Chairperson or Director for more than two consective meetings will cause the voting member to submit his/her resignation and another institutional representative be appointed.
QUORUM:	Is 50% of the Forum membership plus one.
RULES OF ORDER:	The Local Management Forum will use Robert's Rules of Order to operate its meetings.

Appendix B

Ashland/Superior Local Management Forum Members

(Effective January, 1982)

Joseph Zoeller
District Administrator
Ashland School District
1000 Ellis Avenue
Ashland, WI 54806
(715) 682-8134

Ernest Korpela
CESA #1 Administrator
303 - 13th Avenue East
Ashland, WI 54806
(715) 682-2316

Cynthia Pluteau
Executive Director
Northwest CEP
100 Second Street
Ashland, WI 54806
(715) 682-9141

Daniel Wagner
District Director
Wisconsin Indianhead Technical Institute
P.O. Box B
Shell Lake, WI 54871
(715) 468-2815

Michael Verich
District Administrator
Superior School District
823 Belknap Street
Superior, WI 54880
(715) 394-0600

George Bablick
Executive Director
Northwest CSA
1106 Tower Avenue
Superior, WI 54880
(715) 392-5127

Member(s) at Large(superintendents from other area schools - yet to be appointed)

PLANNING COMMITTEE

Donald Kolek, Chairman, Ashland High School
George Pratt, WITI
Louis Thompson, Superior High School
Steve Terry, NW-CEP
Warren Dickerell, NW-CSA
Member at Large from other area school(s)

ASSESSMENT TASK FORCE

Ashland High School Counselors
Superior High School Counselors
WITI-Career Assistance Center, Ashland
WITI-Career Assistance Center, Superior
NW-CEP-Assessment Counselor

NORTHWEST CEP AREA
LOCAL MANAGEMENT FORUM
OPERATING GUIDELINES

NAME: Northwest CEP Area Local Management Forum (LMF)

FORUM MEMBERS: Membership is intended to represent the major youth education, employment and training service providers in the Northwest CEP LMF area and includes at a minimum:

Ashland School District

Superior School District

Wisconsin Indianhead Technical Institute

Northwest CEP Prime Sponsor

Northwest Wisconsin CSA

CESA #1

At large members (representatives from other area schools)

The LMF membership may be expanded by agreement of the membership.

PURPOSE: To improve the effectiveness and quality of education and employment programs for young people (14-21), with special emphasis on at-risk youth, through joint-planning, coordination and collaboration among the participating agencies.

ATTENDANCE AT MEETINGS: Each participating AGENCY is expected to be represented at each scheduled meeting of the LMF by its Administrator or Director or their designee. It is expected that the actual LMF will consist of the administrators and directors of the agencies identified under FORUM MEMBERS. This group will meet on an as needed basis to review committee reports and make formal decisions. Other staff of the agencies will meet as task forces or committees to gather and analyze information and make recommendations.

OFFICERS: The officers of the Local Management Forum shall consist of:

Chairperson
Vice-Chairperson
Secretary

ELECTION OF OFFICERS: The officers are to be elected annually by the active members present at a regularly scheduled meeting, properly noticed after July 1st.

NOTICE OF MEETINGS: The LMF shall meet regularly as needed. At least one week notice shall be given by letter or telephone to all members for convening meetings.

Committee Leaders will be responsible for sending notices of all meetings.

MEETING PLACE AND TIME: The LMF may meet in any space or time agreed to by the membership.

VOTING: Each member AGENCY of the LMF shall have one vote.

QUORUM: Quorum is 50% of the LMF AGENCY membership plus one.

GOAL: To establish a recognized, on-going forum for the LMF member agencies to discuss issues, identify common problems and to work toward resolutions by affecting joint planning, coordination, collaboration and resource allocation decisions as they relate to providing education, employment and training services to youth (16-21) in the Northwest CEP Area.

OBJECTIVE: To achieve the PURPOSE and to reach the GOAL, the LMF will institute (through meeting minutes) agency-wide information sharing, analysis and planning process to identify service gaps, unnecessary duplication and areas needing improvement or refinement in the education and employment and training system for youth.

In order to accomplish this OBJECTIVE the LMF will undertake the following activities:

-Identify the total target population within the area

-Identify and analyze the types of services and quality of services available by LMF agency and the target groups served

-Determine the resources available by LMF agency, the sources of those resources, restrictions on the use of identified resources, flexibility in the use of identified resources and timelines for receipt of and allocation of those identified resources

-Identify and describe in detail how resource allocation decisions are made within each LMF agency

-Develop options for or procedures for developing a formal joint-planning process that capitalizes on increased knowledge of the decision-making process of each LMF agency

TASK FORCES/ COMMITTEES:

Planning Task Force: Responsible for gathering and analyzing information for the purpose of developing, and recommending to the LMF, short- and long-term plans for achieving the OBJECTIVES. Specifically, plans are to be developed for (1) LMF participation in the Wisconsin Youth Initiative Basic Skills and Assessment Challenge Grants (2) LMF response(s) to the Request for Proposals for the Governor's Special Grants from the Governor's Employment and Training Office (3) On-going LMF efforts to address the PURPOSE, GOAL AND OBJECTIVE.

Assessment Task Force: Responsible for working closely with all LMF member agencies to:

- -Identify the techniques used by LMF member agencies to assess (1) youth needs for services (2) their progress or achievement while being served, and (3) their status upon completion of services
- -Seek to gain agreement among LMF members on the purpose and function of an assessment process
- -Identify common areas for improvement of the assessment process
- -Recommend options to the LMF for gaining acceptance of, and agreement to implement, an assessment process which minimizes duplication, maximizes effectiveness and improves youth access to appropriate services within the resource limitations of the LMF member agencies

Advisory Committee for Alternative Education Programs for "At-Risk" and Out-of-School Youth in Ashland and Superior: This project advisory committee will contribute to the knowledge of the LMF, by means of input to the planning committee, regarding innovative approaches to serving high risk youth.

TASK FORCE/COMMITTEE MEMBERS: Committee members will serve on a volunteer basis.

COMMITTEE LEADERS: Members of each committee shall select one member to act as Committee Leader. Committee Leadership may change at any time by agreement of a majority of the committee members.

RESPONSIBILITIES OF COMMITTEE LEADERS: Each Committee Leader will be responsible for: convening meetings as necessary; contacting committee members at least 24 hours in advance, by telephone or letter, of the time, location and agenda of committee meetings; representing the committee at regular LMF meetings; maintaining open communication with other committee leaders and the other members of the LMF.

NWCEP LOCAL MANAGEMENT FORUM
Ernie Korpela, CESA #1 Coordinator Joseph Zoeller, Ashland Superintendent Cynthia Pluteau, NWCEP George Bablick, NWCSA Daniel Wagner, WITI Director Michael Yerich, Superior Superintendent Member at Large (Superintendent from CESA #1 school)

WYI SUPERIOR/ASHLAND/ WITI ALTERNATIVE ED. PROJECT
Joseph Bogina Bert Beglinger Pete Granstrom Jan Lippitt Jim Ramminger Tom Johanik Clarence Karow William C. Rowe William H. Arbuckle Don Johnson Hubert Smith Robert Trauba Rose Cahill Bill Woodward Richard Parish Don Marcouiller

PLANNING COMMITTEE
Donald Kolek, Chairman George Pratt Louis Thompson Steve Terry Warren Dickerell Members at Large (from other area schools)

ASSESSMENT TASK FORCE
Ashland High School Counselors Superior High School Counselors WITI-Career Assistance Center, Ashland WITI-Career Assistance Center, Superior NWCEP - Assessment Counselor

Appendix C

RACINE AREA LOCAL MANAGEMENT FORUM - Membership List

(Effective January, 1982)

1. Mr. Keith Stoehr
District Director
Administrative Office
Gateway Technical Institute
3520 30th Avenue
Kenosha, WI 53141
(414) 656-6917

Alternate: Mr. Jim Pierce, Director
Community Services
Gateway Technical Institute
3520 30th Avenue
Kenosha, WI 53141
(414) 656-6960

2. Mr. William Matelski, Director
Program Operations
Private Industry Council
1648 Washington Avenue
Racine, WI 53503
(414) 632-3102

Alternate: Ms. Jo Ann Schliesmann
Corporate Secretary-Treasurer
Private Industry Council
1648 Washington Avenue
Racine, WI 53503
(414) 632-3102

3. Mr. George Moore, Director
TRICO-CETAC
800 Center Street, Room 216
City Hall Annex
Racine, WI 53403
(414) 636-3655

Alternate: Ms. Sandra Lindner
Director of Planning
TRICO-CETAC
800 Center Street, Room 216
City Hall Annex
Racine, WI 53403
(414) 636-3804

4. Mr. Earl I. Nelson, Director
Standards Program
Racine Unified School District
2220 Northwestern Avenue
Racine, WI 53404
(414) 631-7068

Alternate: Mr. Albert Pitts
LVEC
Racine Unified School District
2220 Northwestern Avenue
Racine, WI 53404
(414) 631-7089

5. Mr. Ricardo Enriquez
Executive Director
Spanish Centers, Inc.
720 17th Street
Racine, WI 53404
(414) 637-7931

Alternate: Mr. John Hample
Funding Coordinator
Spanish Centers, Inc.
720 17th Street
Racine, WI 53403
(414) 637-7931

6. Mr. Daniel Johnson
Executive Director
Racine County Planning Council
818 Sixth Street
Racine, WI 53403
(414) 637-9737

Alternate: Ms. Helen Underwood
Associate Director
Racine County Planning Council
818 Sixth Street
Racine, WI 53403
(414) 637-9737

7. Dr. M. Sathya Babu
Associate Director
Urban League of Racine
718 North Memorial Drive
Racine, WI 53404
(414) 637-8532

Alternate: Mr. Raymond Mathews
Executive Director
Urban League of Racine
718 North Memorial Drive
Racine, WI 53404
(414) 637-8532

8. Mr. Ira Cutler
Director Human Service Department
425 Main Street
Racine, WI 53403
(414) 636-3671

Alternate: Ms. Sara Werner
Division Manager
Program Planning and Evaluation
Racine County Human Service Dept.
425 Main Street
Racine, WI 53404
(414) 636-3602

9. Dawn Fisk Thomsen
Director YWCA
Representing Conference of Agency Executive
740 College Avenue
Racine, WI 53403
(414) 633-3503

(No Alternate)

10. William Weyland
Director
Racine Area United Way
818 Sixth Street
Racine, WI 53403
(414) 632-5186

(No Alternate)

RACINE AREA
LOCAL MANAGEMENT FORUM
BY-LAWS

NAME: Racine Area Local Management Forum (LMF)

JURISDICTION: An area designated as Eastern Racine County

FORUM MEMBERS: Membership is intended to represent the major youth education, employment and training service providers in the LMF jurisdiction and includes at a minimum:

Racine County Planning Council

Racine Unified School District

TRICO-CETAC Policy Board

Private Industry Council of Southeastern Wisconsin, Inc.

Gateway Technical Institute

Racine Area United Way

Racine County Human Services Department

Urban League of Racine and Kenosha, Inc.

Spanish Centers of Racine, Kenosha and Walworth, Inc.

Conference of Agency Executives

EXPANSION OF MEMBERSHIP: The LMF membership may be expanded by a majority vote of the membership.

PURPOSE: To improve the effectiveness and quality of education and employment programs for young people (14-21), with special emphasis on at-risk youth, in the Eastern Racine County area through joint-planning and coordination among the participating agencies.

OFFICERS: The officers of the LMF shall consist of:

- -Chair
- -Vice-Chair

ELECTION OF OFFICERS: The officers are to be elected for a period of one year by a majority of the active members present at a regularly scheduled meeting, properly noticed.

NOTICE OF MEETINGS: The LMF shall meet regularly as needed. At least 24 hours notice shall be given by letter or telephone to all members for convening special meetings.

The Chair will be charged with the responsibility of noticing all regular and special meetings.

Special meetings and meetings of Committee Leaders may be called with the consent of the Chair.

MEETING PLACE AND TIME: The LMF may meet in space provided by the Racine County Planning Council or in any other space agreed to by the membership. The time of the regular meeting shall be established by the membership. Special meeting times shall be determined by the Chair.

VOTING: Each member AGENCY of the LMF shall have one vote.

ATTENDANCE AT MEETINGS: Each participating AGENCY is expected to be represented at each regularly scheduled meeting of the LMF by its Administrator or Director or their designee. Failure of ANY agency to be present without prior notice to the Chair for more than two consecutive meetings will cause the Chair to request the agency to submit another agency representative to be appointed.

QUORUM: Quorum is 50% of the LMF AGENCY membership plus one.

RULES OF ORDER: The LMF will use Robert's Rules of Order to operate its meetings.

GOAL: To affect coordination and resource allocation decisions of LMF member agencies as they relate to providing education, employment and training services to youth (14-21) in Eastern Racine County.

OBJECTIVE: To achieve the PURPOSE and to reach the GOAL, the LMF will institute a step-by-step agencywide information sharing, analysis and planning process to identify service gaps, redundancies and areas needing improvement or refinement in the JURISDICTION's education, employment and training system for youth.

In order to accomplish this OBJECTIVE the LMF will undertake the following activities:

-Identify the total target population within the JURISDICTION

-Identify and analyze the types of services and quality of services available by LMF agencies and the target groups served

-Determine the resources available by LMF agencies, the sources of those resources, restrictions on the use of identified resources, flexibility in the use of identified resources and timelines for receipt of and allocation of those identified resources.

-Identify and describe in detail how resource allocation decisions are made within each LMF agency

-Develop options for or procedures for developing a formal joint-planning process that capitalizes on increased knowledge of the decision-making process of each LMF agency

STANDING COMMITTEES:

Planning Committee Responsible for gathering and analyzing information for the purpose of developing, and recommending to the LMF, short- and long-term plans for achieving the OBJECTIVES.

Assessment Committee Responsible for working closely with all LMF member agencies to:

-Identify the techniques used by LMF member agencies to assess (1) youth needs for services (2) their progress or achievement while being served, and (3) their status upon completion of services

-Seek to gain agreement among LMF members on the purpose and function of an assessment process

-Identify common areas for improvement of the assessment process

-Recommend options to the LMF for gaining acceptance of, and agreement to implement, an assessment process which minimizes duplication, maximizes effectiveness and improves youth access to appropriate services within the resource limitations of the LMF member agencies.

APPOINTMENT OF
COMMITTEE MEMBERS: Committee members will be appointed on a volunteer basis. If the Chair determines that a committee requires additional memberhsip, he/she may appoint additional members.

ELECTION OF
COMMITTEE LEADERS: Members of each committee shall select one member to act as Committee Leader. Committee Leadership may change at any time by agreement of a majority of the committee members. The Chair must be notified of the selection or change of a Committee Leader within one week of such action.

RESPONSIBILITIES OF
COMMITTEE LEADERS: Each Committee Leader will be responsible for: convening meetings as necessary; contacting committee members at least 24 hours in advance, by telephone or letter, of the time, location and agenda of committee meetings; representing the committee at regular LMF meetings; maintaining open communication with other committee leaders and the Chair.

AMENDING BY-LAWS: LMF By-Laws may be amended by a vote of 2/3 of the membership.

0459B

Appendix D

DESCRIPTIONS OF SELECTED VOCATIONAL ASSESSMENT INSTRUMENTS

The vocational assessment instruments described in Appendix D are but a sample of those available in the field. The descriptions included with each instrument on the list will give the reader additional background information on some of the vocational assessment instruments mentioned in Section Three.

The descriptions of the instruments are a starting point for determining whether an instrument is appropriate for a particular assessment need. The reader is encouraged to do further investigation about an instrument to determine the following:

1. Is it appropriate for the target population being evaluated? What are the norm groups for the instrument?
2. Will the instrument assess for skills which relate to the available training programs in the service delivery system?
3. Will the instrument require a trained assessor to administer it?
4. What is the cost for purchasing the instrument? How much time will it take to administer the instrument? How readily available are the results?
5. How does the instrument fit into the overall plan for assessing the target population? Does it provide information not already being obtained by other assessment techniques?

The format and descriptions of the instruments which follow were developed by John P. Grisafe in the publication Vocational Assessment Handbook. The author defines the terms used in the instrument reviews to assist the reader in understanding the information being provided.

DEFINITIONS OF TERMS:

TITLE - is the name and acronym for the assessment.

COPYRIGHT - is the latest copyright date.

VENDER - is the publisher or source from which the instrument can be obtained.

TYPE/USE OF INSTRUMENT - is the intended use or purpose of the instrument. This information is generally taken from the instructor's manual.

TARGET POPULATION - is a description of the clients the instrument is designed to assess. In most cases, this is obtained from the instrument's manual.

INSTRUMENT FORMAT - is a description of the activities required of the assessee during the use of the instrument.

SCORING - indicates the method(s) of scoring available. Self scoring means that the person assessed can also score the instrument. Hand scoring means the assessment administrator can score the instrument. Computer scoring means that the instrument can be computer scored through a scoring service. Observational scoring means that the administrator's observations of the assessee are important for scoring.

INTERPRETIVE FORMAT - describes the method by which the results are organized and presented.

READING LEVEL - is an estimate of the instrument's general reading level. The estimate is made by considering both the stated reading level in the instrument's manual and analyzing the instrument with the Rudolf Flesch Method of Evaluating Readability. The reading levels are accurate to only plus or minus two grade levels, but they do provide an indication of the general readability of the instrument.

ADMINISTRATIVE TIME - is the time it would probably take to administer the instrument. This estimate is arrived at by consulting the instrument's manual, reviewing the literature and through actual administration times.

From: Grisafe, J.P. Vocational assessment handbook. Los Angeles, California: Office of Riverside County Superintendent of Schools, 1983.

Title:	BOLT - Basic Occupational Literacy Test
Copyright:	1973
Vender:	U.S. Department of Labor
Type/Use of Instrument:	Abilities assessment.
Target Population:	Educationally disadvantaged young adults and adults.
Instrument Format:	The instrument has consumable insert answer sheets and reusable question booklets. There are four different tests each a different degree of difficulty for Reading Vocabulary, Reading Comprehension and Arithmetic Computation. There are three difficult levels of the Arithmetic Reasoning Test. These assessments are meant to compliment the NATB or spanish version of the GATB.
Scoring:	Hand or computer.
Interpretive Format:	The results of this instrument are stated in General Educational Development (GED) levels as defined by the Dictionary of Occupational Titles. Conversion tables are available to give estimated of grade level equivalents.
Reading Level:	Reading levels vary from 1st to 11th grade depending on which level of the test is being administered.
Administrative Time:	Testing time is 90 minutes (1-1/2 hours). Administration time is 150 minutes (2-1/2 hours).

Title:	Bennett Test of Mechanical Comprehension
Copyright:	1969
Vender:	The Psychological Corporation
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 9 to 12 and adults.
Instrument Format:	Examiner reads the instructions and times the test. There are 68 pictured situations with a three choice question pertaining to each picture.
Scoring:	Hand or computer.

Interpretive Format:	A raw score and a percentile score are obtained. Tables are given in the manual to match the scores to several occupational categories. Also, the scores can be matched for probable success in selected mechanical training programs.
Reading Level:	5th grade.
Administrative Time:	30 minutes testing time.

Title:	COPS - Career Occupational Preference System
Copyright:	1975
Vender:	EDITS
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 16 and adults.
Instrument Format:	The student responds to 168 occupational activity questions by marking to what degree he/she would like doing the activity. A four choice scale of like very much, like somewhat, dislike somewhat and dislike very much is used. A shorter, lower reading level and easier self scoring version is available called Form R. Also, there is a spanish version called the SPOC.
Scoring:	Self or hand.
Interpretive Format:	Fourteen scales are set on a normed graph representing the following categories; science professional, science skilled, outdoor, technology professional, technology skilled, consumer economics, business professional, business skilled, clerical, communications, arts professional, arts skilled, service professional and service skilled. A list of related occupations accompanies each scale.
Reading Level:	12th grade (Form R - 7th grade).
Administrative Time:	30 to 40 minutes.

Title:	COPS II Intermediate, Career Occupational Preference System
Copyright:	1976

Vender:	EDITS
Type/Use of Instrument:	Interests assessment.
Target Population:	Elementary grade students, or higher grade students with reading problems.
Instrument Format:	Student responds to multiple choice questions of different types. There are pictures to help the student with the written questions.
Scoring:	Self or hand.
Interpretive Format:	The results give a relative number ranking score for each of its fourteen career clusters, which are; science professional, science skilled, technology professional, technology skilled, consumer, economics, outdoor, business professional, business skilled, clerical, communications, arts professional, arts skilled, service professional and service skilled. There is a list of occupations for each cluster.
Reading Level:	6th to 8th grade.
Administrative Time:	20 to 30 minutes.

Title:	CAPS - Career Ability Placement Survey
Copyright:	1976
Vender:	EDITS
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 9 to 16 and adults.
Instrument Format:	Eight five minute timed tests using pictorial situations or problem questions. The eight abilities assessed are mechanical reasoning, spatial relations, verbal reasoning, language usage, numerical ability, word knowledge, perceptual speed and accuracy, manual speed and dexterity. An administration tape is available.
Scoring:	Computer, hand or self.
Interpretive Format:	A normed graph is given matching the students abilities to fourteen occupational category scales; science professional, science skilled, technology professional, technology skilled, consumer economics, outdoor, business professional, business skilled, clerical,

	communications, arts professional, arts skilled, service professional and service skilled. There is an occupational list for each of the categories. Norms are available for eighth through twelfth grade students.
Reading Level:	The questions and direction formats are at the 4th grade level. The word knowledge section has vocabulary of various levels including college level vocabulary.
Administrative Time:	Each of the eight tests take 5 minutes. Total administration is 50 to 60 minutes.

Title:	Crawford Small Parts Dexterity Test
Copyright:	1956
Vender:	The Psychological Corporation
Type/Use of Instrument:	Abilities assessment.
Target Population:	Adult industrial workers.
Instrument Format:	A small board is used to test dexterity. The kit has small tools, small pins, screws and collars which are assembled and placed in holes in a board during the test. The test criteria is the time it takes to finish each task series.
Scoring:	Hand and observation.
Interpretive Format:	The student's performance can be compared to several percentile normed groups. The male normed groups are unselected applicants, war veterans, technical students and academic students. The female normed groups are assembly job applicants, factory applicants, hourly employees, and employed assemblers.
Reading Level:	Non-reading.
Administrative Time:	5 to 15 minutes.

Title:	D.A.T. - Differential Aptitude Test
Copyright:	1972

Vender:	The Psychological Corporation
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 8 to 12.
Instrument Format:	Test questions in eight areas: verbal reasoning, numerical ability, abstract reasoning, clerical, speed and accuracy, mechanical reasoning, space relations, spelling and language usage. Various paper and pencil formats are used.
Scoring:	Hand and computer.
Interpretive Format:	Gives normed percentile report for each ability area. Additional career planning activity materials are available. Norms are available for males and females grades eight to twelve.
Reading Level:	6th or 7th grade for the question formats, however, some of the questions require much higher reading levels for answering the questions.
Administrative Time:	240 minutes (4 hours).

Title:	GATB - General Aptitude Test Battery (NATB - Non-Verbal Aptitude Test Battery is a variance of the GATB)
Copyright:	1979 (revised edition)
Vender:	U.S. Department of Labor.
Type/Use of Instrument:	Abilities assessment.
Target Population:	16 years olds to adults.
Instrument Format:	Twelve tests - eight written tests and four dexterity tests using pegboards. All tests are timed. The complete test must be given in a group setting of at least three people. Strict testing procedures must be followed. A Spanish version is available.
Scoring:	Hand or computer.
Interpretive Format:	Nine scales are given which can be matched to sixty occupational aptitude patterns. These can then be related to specific occupations. The norms are for adults.

Reading Level:	Students must have at least a 6th grade reading level to take the GATB. The NATB is a non-reading variation of the GATB
Administrative Time:	180 minutes (3 hours).

Title:	Geist Picture Interest Inventory
Copyright:	1959
Vender:	Western Psychological Service
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 9 to 12 and adults.
Instrument Format:	Forty-four forced choice questions. Three job activity picture choices are presented with each question. The student selects the picture which represents his/her favorite activity of the three. A Spanish version is available.
Scoring:	Computer or hand.
Interpretive Format:	The student's responses are plotted on a "percentage of total possible" chart. There are eleven interest areas: persuasive, clerical, mechanical, dramatic, musical, scientific, outdoor, literacy, computational, artistic and social service.
Reading Level:	Pictorial response choices, but the questions are written at about the 7th grade level.
Administrative Time:	10 to 25 minutes.

Title:	JEVS - Jewish Employment and Vocational Service
Copyright:	Various, new worksamples are continually being developed.
Vender:	Vocational Research Institute, Inc.
Type/Use of Instrument:	Worksample (abilities) and interests assessments.
Target Population:	Adults.

Instrument Format:	There are worksamples for twenty-eight work activities areas. Each worksample's activities are similar to the job tasks of the occupation being assessed. The student is questioned after each worksample about the degree of enjoyment and interest he/she experienced while doing the worksample.
Scoring:	Hand and observation.
Interpretive Format:	Comparative ratings in various worker trait groups are available. The range of results depend on the number and particular worksamples used by the student. The students performance is evaluated observationally. The student's product is rated on set criteria by the evaluator. Interpretation and administration training is required by the vender.
Reading Level:	Non-reading for some worksamples, but other work samples have various levels of readability.
Administrative Time:	6 to 7 days for a full assessment program. Each worksample requires a different assessment time period.

Title:	McCarron-Dial System
Copyright:	1975, however different subtests have different copyrights.
Vender:	McCarron-Dial Systems
Type/Use of Instrument:	Abilities assessment.
Target Population:	Disabled individuals, as well as, any individuals age 16 to adult.
Instrument Format:	There are seven subtests which assess cognitive/ spatial/verbal, sensory/motor and behavior/ coping skills. Many of the assessments used are common psychological tests, others are motor performance and observational checklist which are unique to this system. The assessment subtests require the student to draw, identify pictures representing words, manipulate beads and bolts, balance, jump, walk a line, and identify objects by touch. These tests include, the WAIS, PPVT, Bender, MAND, OEI, BRS and Haptic.
Scoring:	Hand, computer and observational.

Interpretive Format:	The results give the individual's level of potential occupational involvement. The student is rated on the seven subtests for ability to work in the community as opposed to the need for sheltered employment. The student is also evaluated on his/her expected percent of minimum wage he/she will earn, a projection of the potential to increase his/her earnings in a year, and the probability of community employment in two years. If the machine scoring service is used a student's abilities can be evaluated for specific occupations.
Reading Level:	Non-reading.
Administrative Time:	180 to 210 minutes (3 to 3-1/2 hours).

Title:	Micro Tower
Copyright:	1978
Vender:	ICD Rehabilitation and Research Center
Type/Use of Instrument:	Worksample evaluations (abilities).
Target Population:	Educable mentally retarded to normal range adolescents and adults.
Instrument Format:	13 worksamples: want ads comprehension, message taking, payroll computation, making change, mail sorting, filing, zip coding, record checking, bottle capping and packaging, lamp assembly, electronic connector assembly, blueprint reading, and graphics illustration. Usually, group administered, but it can be administered individually.
Scoring:	Hand and observational.
Interpretive Format:	Each worksample's results are given a normed rating by quintiles for various occupational groups. There is an observation summary sheet to rate the individual on style of working and interaction with others. Selected occupations are normed for each worksample and if the complete series is administered there is an overall occupational potential evaluation system available.
Reading Level:	Some subtests have technical reading levels, others have no reading.

Administrative Time:	A full assessment takes 3 to 5 days. Individual subtest administration times range from 20 minutes to 2 hours with most taking about 45 minutes.

Title:	PAYES - Program for Assessing Youth Employment Skills
Copyright:	1979
Vender:	Educational Testing Service
Type/Use of Instrument:	Interests and work attitudes assessment.
Target Population:	Adolescents and young adults with low reading skills.
Instrument Format:	The instrument uses a combination of pictures and related questions which are read aloud to the individual as an assessment format. The recommended format is a small group administration of about twenty per administration.
Scoring:	Hand.
Interpretive Format:	The results are presented as a summation of weighted scores which can be reviewed to see whether or not the student falls in a high or low occupational readiness range. The areas assessed are work attitudes, cognitive development in relation to occupations and vocational interest.
Reading Level:	Non-reading, orally read.
Administrative Time:	No time limit. The time varies from test group to test group, but is usually less than 60 minutes.

Title:	PIES - Picture Interest and Exploration Survey
Copyright:	1974
Vender:	Educational Achievement Corporation
Type/Use of Instrument:	Interests assessment.
Target Population:	Grades 7 to 16 and adults.

Instrument Format:	The individual views 156 slides of various job situations and marks if he/she would like to do the work in the picture. A filmstrip viewer and cassette player are needed. The slides picture the hands of an individual doing the criteria tasks and not a full body view. This is in an effort to avoid sex identification of the pictured individuals.
Scoring:	Self or hand.
Interpretive Format:	The student is given the related occupations from the activities that he/she selected. Also, the student is rated on thirteen occupational clusters.
Reading Level:	Non-reading, pictorial.
Administrative Time:	About 30 minutes.

Title:	SDS - Self-Directed Search
Copyright:	1970
Vender:	Consulting Psychologists Press
Type/Use of Instrument:	Interests and abilities assessment.
Target Population:	Grades 9 to 16 and adults.
Instrument Format:	There are questions of varying styles for occupational daydreams, activities, competencies, occupational interests and self-estimates.
Scoring:	Self.
Interpretive Format:	Using the John Holland six personality type theory; realistic, investigative, artistic, social, enterprising and conventional as a format, the instrument comes out with a rating score for each personality type. It matches these types to lists of occupations with similar type factors. There are 500 occupations in the job finder booklet. The booklet classifies the occupations by the personality factors required for their enjoyment.
Reading Level:	8th to 9th grade.
Administrative Time:	60 to 120 minutes (1 to 2 hours).

Title:	TAP - Talent Assessment Program
Copyright:	1979
Vender:	Talent Assessment, Incorporated
Type/Use of Instrument:	Abilities assessment.
Target Population:	Grades 7 to 12 and adults.
Instrument Population:	The individual completes ten activity sub-assessments composed of various work boards and hands-on puzzles. The ten activities assess the following skills: structural and mechanical visualization, discrimination (3 subtests), dexterity - no tools (2 subtests), fine dexterity - with tools, dexterity with larger tools, visualizing flow-paths, retention of structural and mechanic detail.
Scoring:	Hand.
Interpretive Format:	The performances of the individual can be compared to five populations. The five populations are the 12th grade persons, junior high school persons, mentally retarded persons, alcoholics, and handicapped persons. The individual's performance can be compared on a percentile basis for these populations for all the ten assessments. This information is presented in a profile format.
Reading Level:	Non-reading
Administrative Time:	120 to 180 minutes (2 to 3 hours).

Title:	WRIOT - Wide Range Interest Opinion Test
Copyright:	1970
Vender:	JASTAK, Inc.
Type/Use of Instrument:	Interests assessment.
Target Population:	Individuals ages 5 to 54 years old, particularly mentally retarded, emotionally disturbed, high school dropouts, and illiterate individuals.
Instrument Format:	450 pictures are presented in 150 combinations of three pictures each. The individual selects the pictured activity he/she most likes and the pictured activity he/she least likes of each triad.

Scoring:	Hand or computer.
Interpretive Format:	The results are graphed on 18 vocational interest areas and 8 work attitudes. The 18 areas have supplementary data to relate each area to specific activities and occupations. The 8 work attitudes are defined as well. There are norms for males and females from age five to thirty-five and up.
Reading Level:	Non-reading, pictorial.
Administrative Time:	About 40 minutes.

THE VOCATIONAL STUDIES CENTER

University of Wisconsin-Madison

The Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of the problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, Director
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